



Oxford**basics**

Simple Reading Activities

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OXFORD



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ALAN MALEY

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Foreword

There is a formidable range of materials published worldwide for teachers of English as a Foreign Language. However, many of these materials, especially those published in English-speaking countries, assume that teachers using them will be working with smallish classes and have abundant resources available to them. Also many, of not most, of these materials make implicit culturally-biased assumptions about the beliefs and values of the teachers and learners.

This situation is ironic in view of the fact that the vast majority of English as a Foreign Language classrooms do not correspond at all to these conditions. Typically, classes are large, resources are limited, and teachers have very few opportunities for training and professional development. Also, the cultural assumptions of teachers and learners in many parts of the world may vary quite significantly from those of materials writers and publishers.

This book is an attempt to address this situation. The authors present thirty lessons at elementary level, each with the same methodological framework. The lessons are explained in clear, accessible language, and none of them require sophisticated resources. Instead, they call on the basic human resources which all teachers and learners bring with them to class. The language points covered are ones found in a typical elementary course, and the topics are those which form part of everybody's daily lives, for example families, homes, and leisure activities.

Most importantly, however, the book offers a framework for teachers who lack training and support. The hope and the expectation is that such teachers will begin by following each step of a lesson quite closely but, as their confidence increases, will adapt and add to the techniques presented here, responding to the particular needs and abilities of their learners.

This is an important book: one of the few attempts to address the problems of the 'silent majority' of teachers worldwide who have little or no training, and few resources to work with.

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Introduction

English is taught all over the world, by all sorts of teachers to all sorts of learners. Schools and classrooms vary enormously in their wealth and their provision of equipment. Learners are very different from place to place. But, whatever the conditions in which you are working, there is one resource which is universal and unlimited: the human mind and imagination. This is probably the one single most valuable teaching and learning resource we have. Nothing can replace it. In even the most 'hi-tech' environment, a lack of imagination and humanity will make the most up-to-date and sophisticated resources seem dull; conversely, the most simple resources can be the most exciting and useful.

We have been fortunate to spend quite a lot of our time working not only in 'hi-tech' environments with computers and video, but also in classrooms where there is little more than blackboard and chalk and some out-of-date coursebooks. Some of our most interesting learning and teaching experiences (as Confucius said, a teacher is 'always ready to teach; always ready to learn') have been not in the comfortable well-resourced small classrooms of a private language school, but in classrooms where only the minimum of equipment has been available. Equally, some of our most memorable teaching experiences in 'hi-tech' classrooms have been when we have abandoned the cassette or video or glossy coursebook and got to work with that most precious resource of all, the learners' own experience and imagination.

Teachers often have to use materials which are out of date, or contain subject-matter irrelevant to their particular group of learners. For example, we have had great difficulty explaining the concepts of the fridge-freezer and microwave oven to Tibetans. In the same way, learners who have spent all their lives in northern countries might have difficulty with an exercise from an African textbook which asks if they prefer yam or cassava. So over the last few years we have been trying to design materials which can be used in as wide a range of teaching situations as possible.

The activities we suggest are as flexible as the human imagination is creative; they are 'teacher resource material' which teachers will be able to adjust to suit their particular environment. In thinking about universally applicable, 'lo-tech' materials we have come up with a list of criteria that need to be met. The materials will need to:

- be usable in large classes as well as small.
- be suitable for adult learners as well as secondary learners, and if possible easily adaptable to a primary context.
- be centred on the universals of human experience.

- cover the main language skills and have a useful base of grammar and topic vocabulary.
- be traditional enough to be recognizable by all teachers, and thus give them a sense of security, while providing communicative activities for learners.
- be non-threatening in the demands they make on learners.
- be teacher-based 'resource material' rather than books for learners.
- assume that no technical and reprographic resources are available and be based on the human resource rather than the technical.
- be culturally neutral, not context-bound, and thus be flexible, easily adaptable by the teachers to their own culture and teaching context.
- be flexible enough to complement a standard syllabus or coursebook.

Simple Reading Activities

This book contains thirty activities, designed according to the criteria above, for developing the reading skill at elementary level. Each activity has three main stages:

- **Lead-in**—This introduces the learners to the topic and focuses their attention.
- **Read and respond**—This is the main part of the activity. The learners are first encouraged to read through the text quickly. They then read it more carefully.
- **Follow-up**—This stage, which is optional, gives the learners the opportunity to practise the other language skills using material from the reading text.

Lead-in

The aim of the lead-in is to get the learners to start thinking about the topic of the reading text before you actually show them the text itself, and perhaps introduce or familiarize them with a few vocabulary items from the text. You can use a variety of techniques to stimulate the learners' interest, question and answer, pictures, or a short discussion, for example:

- ask learners questions about their personal experiences related to the topic.
- ask learners' opinions and have a short discussion around the topic.
- show a picture of something or someone in the text and ask learners to describe it/him.
- ask learners to imagine a scene/person like one described in the text.

Lead-in activities should be very short—they should not take more than about five minutes. All you are aiming to do is to engage learners' interest and get their minds focused on the topic.

Read and respond

Before the learners study the reading text in detail, it is important that they should read it through quickly to get a general idea of what it is about, rather than trying to understand every word straight away. For this reason, the read and respond part of each activity after Activity 5 starts with a phase in which the learners are encouraged to do one of two things:

- Read the text—or just the beginning and end—rapidly in order to get a general idea of the theme (often referred to as 'skimming'). For example, you could ask them to read only the first and last sentence of the text and then to tell you what they think it is about.
- Look rapidly through a text searching for precise information (often referred to as 'scanning'). For example, you might ask the learners to find the answers to one or two simple factual questions about the text as quickly as possible.

Even when the learners come to read the text more carefully, it is important that they should learn to understand the main points without getting sidetracked by confusing and sometimes irrelevant detail. The techniques used in this phase of the activities have been designed to practise this skill. They are as follows:

Read and complete—Learners read a text and use the information to complete a list, table, chart, or picture.

Read and correct—Learners correct mistakes in a text.

Read and draw—Learners read a text and draw what is described.

Read and guess—Learners read a text and guess what is described.

Read and match—Learners match information in a text with other reading texts or pictures.

Read and reorder—Learners read a text in muddled order and number the sentences or paragraphs in the correct order; or they physically reorder sentences on separate strips of paper.

Read and sort—Two texts are mixed together. Learners have to sort out which sentences belong to which text.

There are examples of all these techniques in this book.

Materials

Providing learners with sufficient reading practice is perhaps the most daunting problem which faces the teacher with limited resources, because reading implies texts in books or on handouts. If you do have a photocopier you can, of course, make a copy of the text for each learner. But if you don't, how can you use the texts in this book? Writing a long text on the board for everyone to see is laborious and time-consuming—and, for all concerned, extremely boring. The texts in this book are mostly short enough to write on the board if you need to, but a much better way to present them to the class is by using reading posters.

A reading poster is simply the text written out in large letters on a big sheet of paper. If you decide to use posters, try to find a cheap source of sheets of paper. In Madagascar, for example, the teachers we worked with found the sheets of paper used for wrapping vegetables in the market were ideal for making posters. A good way to fix posters to the board is to pin a length of string along the top of the board like a clothes-line. You can then use clothes-pegs to pin your posters to the string! Reading posters have the advantage that you can save them, so you will not have to write the whole text out again the next time you want to use it. In this way you can build up quite a library of reading texts at different levels.

Posters are also useful when you use pictures in an activity. Again, if you have your pictures on posters, it means that you do not have to draw them on the board every time. This is a particular advantage if you are not very confident about your drawing skills.

An alternative to drawings on posters is drawings on smaller pieces of card (but still large enough for all the learners to see). These are usually known as 'flashcards'. They are used in 14, 'Describing people'.

.....
Procedure

The main stage of each activity has six basic steps:

- 1 Put up the text.
- 2 Set the 'skimming' (reading through very quickly to get an overall idea of what the text is about) task, or give the 'scanning' (looking for specific information) questions. Explain clearly what you want the learners to do and make sure they understand.
- 3 Set the 'read and respond' task. Again be sure that you explain clearly, and that the learners understand what they have to do.

- 4 Give the learners time to read the text and do the activity individually. At this stage you will need to walk around the class and deal with any problems or queries.
- 5 When they have finished the activity, it is often a good idea to ask the learners to compare their answers in pairs. If they discover that their answers are different, they have an opportunity to check the text again and perhaps discover the correct answer for themselves.
- 6 Finally, go through the answers with the whole class and discuss them.

..... Follow-up

Reading texts are a very good source of new words and expressions. Many of the follow-up activities in this book are aimed at extending the learners' vocabulary by focusing on a particular group of words in the text (often called a 'lexical set'), for example, classroom furniture in 8, 'Locating objects', or household objects in 16, 'Rooms in a flat'. In many cases, the learners are encouraged to add more words and expressions to expand the set.

Other ideas

Wall posters

A good way of giving learners extra reading practice is to use texts they write themselves. You can collect in written work and use it to make wall posters, either by choosing a few learners' work and pasting it up on a poster, or if it is badly in need of correction, writing correct versions yourself and pasting them to posters. The posters can then be displayed on the wall with a reading activity. Learners can read the posters in their spare time or if they finish an activity early. This is a good way of revising structures and vocabulary you have recently taught.

Reading cards

If you can get hold of a number of different short reading texts but have no photocopier, you can make reading cards. Each card should have a text and comprehension questions on the front, and answers on the back or on a separate card. The cards can be kept in boxes for ease of use and organization. They can be graded according to the level of difficulty of the text. You will need more cards than the number of learners in your class. Learners can then use the reading card box as a lending library, choosing a card at their level of difficulty and exchanging it for another when they have finished. It is a good idea to keep a record of which learners have read which cards.

Building a lesson

There are four companion books to this one, *Presenting New Language*, *Simple Listening Activities*, *Simple Speaking Activities*, and *Simple Writing Activities*. All of these also contain thirty activities, and in all five books the topics and the language presented and practised correspond. So, for example, activity 1 in all five books is about 'Greetings and introductions' and activity 30 is about 'Describing actions'. The activities in each book are graded, following a basic structural syllabus. This means that you can design your own lesson or sequence of lessons using material from any, or all, of the books, depending on your learners' needs and the time available.

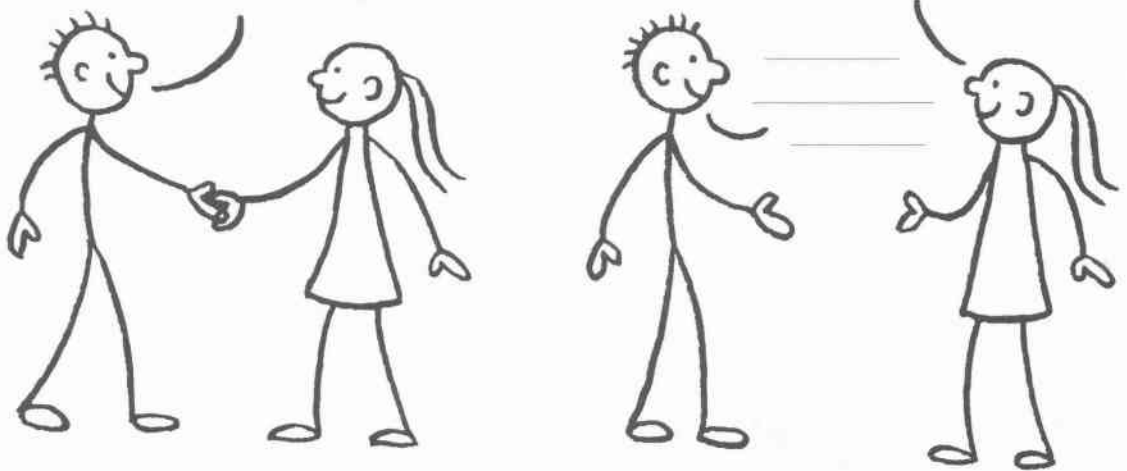
Activities

1 Greetings and introductions

- LANGUAGE** Hello. My name's _____.
What's your name?
Nice to meet you.
- TECHNIQUE** Read and reorder.
- MATERIALS** The dialogue below; the pictures below, on a poster or on the board.
- PREPARATION** Prepare the poster if you are using one.
- TIME GUIDE** 20 minutes.

Lead-in

- 1 Show the learners these pictures.

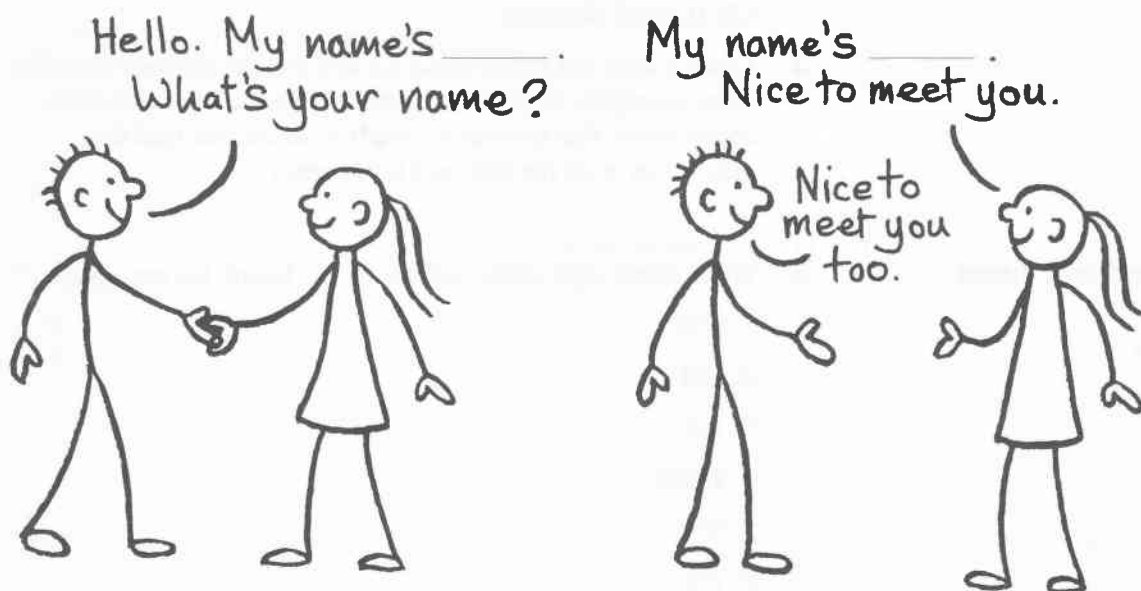


Ask them what they think the boy and the girl are saying, collect a few suggestions.

Read and reorder

- 2 Ask the learners to name the boy and the girl. Write the names under the pictures.
- 3 Write the following dialogue on the board. It is in jumbled order:
Hello. My name's _____.
Nice to meet you too.
What's your name?
Nice to meet you.
My name's _____.

- 4 Get the learners to read the sentences out loud. First get them to read in chorus and then ask individual learners to read.
- 5 Ask the learners to copy the pictures and write the sentences, including the names they have given the boy and the girl, in the correct bubbles.
- 6 Check the answers with the class.



Follow-up

Check learners understand the expression 'Nice to meet you' and explain that it is quite formal.

Ask them to suggest alternative greetings to 'Hello' in English, for example, 'Hi!', 'Good morning', and 'Good afternoon'. In the learners' own language, discuss when different greetings are used, and which are formal and which are informal.

You could get learners to suggest actions for the expressions, or provide them yourself (for example, shaking hands for 'Nice to meet you'). In the learners' own language you could discuss the differences between these and greetings in their own culture. You could play a game: two learners perform action and the others guess what they are saying.

2 The alphabet

LANGUAGE	The letters of the alphabet.
TECHNIQUE	Read and guess.
MATERIALS	About eight abbreviations; the pictures opposite, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	20 minutes.

Lead-in

- 1 Put an abbreviation on the board in your language, for example, UN (United Nations).
- 2 Explain what the letters stand for and ask the learners for some more examples. (If you have a multilingual class, choose one abbreviation that everyone is likely to know and find the differences in all the different languages.)

Read and guess

- 3 Write about eight abbreviations on the board, for example:

1 BBC

2 HM

3 EU

4 NATO

5 USA

6 PhD

7 GB

8 AIDS

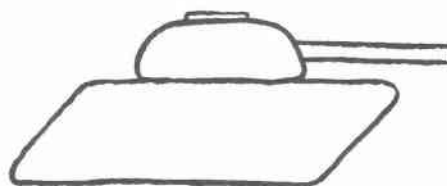
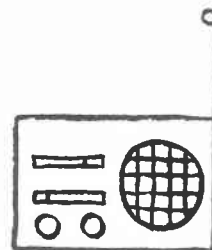
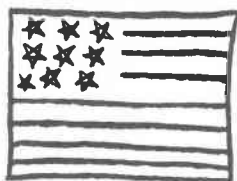
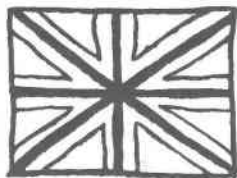
- 4 Say three or four of them and ask the learners to tell you the numbers of the abbreviations on the board, for example:

TEACHER *EU*

LEARNER *Number 3*

- 5 Put the learners into pairs. Ask if they know or can guess what any of the abbreviations stand for. Give them a short time to do this, then ask for some ideas around the class.

- 6 Put up the following pictures and ask them to guess which abbreviation goes with which picture.



- 7 Write up the full names, in the examples, these are:

- 1 *British Broadcasting Corporation*
- 2 *Her/ His Majesty*
- 3 *European Union*
- 4 *North Atlantic Treaty Organization*
- 5 *United States of America*
- 6 *Doctor of Philosophy*
- 7 *Great Britain*
- 8 *Acquired Immune Deficiency Syndrome*

- 8 Check that the learners know what the abbreviations mean. Are there any differences in their own language?

Follow-up

Divide the class into two teams. Get each learner to think of an abbreviation in their own language. Tell the teams to take it in turns to say an abbreviation, spelling it out in the English alphabet. The team that knows the most abbreviations wins.

Alternatively, learners could invent abbreviations for things in the classroom, and the others could try to guess what it stands for. For example:

LEARNER 1 *PC*

LEARNER 2 *The Poster Corner!*

3 Numbers

LANGUAGE	Numbers.
TECHNIQUE	Read and correct.
MATERIALS	Dialogue and numbers written on the board.
PREPARATION	None.
TIME GUIDE	20 minutes.

Lead-in

- 1 Ask a learner for his or her telephone, identity card, or passport number. Write it on the board with a mistake. Get the other learners to correct you.

Read and correct

- 2 Write a dialogue containing numbers in speech bubbles on one side of the board. All the numbers should be expressed in words. On the other side, write the numbers in figures, but with mistakes, for example:

What's your telephone number?

It's eight-seven-two-eight-oh-nine.

827809

What's your address?

Twenty-three Charles Street.

27

How old are you?

Ten.

12

What's your passport number?

56023

Five-six-one-three-two.

What's your favourite number?

70

Seventeen.

What's your fax number?

710624

Seven-oh-one-six-two-four.

- 3 Tell the learners that the person listening wrote down the numbers, but made mistakes. Ask them to write down the correct figures and then check their answers in pairs.
- 4 Ask for a volunteer to come to the board and rub out the first number from the speech bubble and replace it with figures, for example:

It's 872809.

Check that it's correct and then ask for other volunteers to correct the other numbers.

Follow-up

Rub out the answers in the speech bubbles, leaving only the questions. Put the learners in pairs and get them to ask and answer the questions using their own numbers.

Or, ask learners to write down three numbers which are important to them (e.g. telephone number, number of children in their family, etc.). Put them into pairs and get them to guess why the numbers are important.

4 Telling the time

LANGUAGE	What time is ____? When ____? Numbers.
TECHNIQUE	Read and complete.
MATERIALS	Dialogues in speech bubbles, on a poster or on the board; diary page, written on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	30 minutes.

Lead-in

- 1 Ask the class a few questions, for example:

What time is it?
When does this lesson end?
When is lunch?

Put the times in words on the board. Ask how you would write them in numbers. Ask for volunteers to write the numbers on the board.

Read and complete

- 2 Put up these dialogues in speech bubbles:

What time is the party?	Half past eight.
What time does your train leave?	Twenty past two.
What time is the film tonight?	Twenty to eight.
What time is tennis?	A quarter past four.
When are you seeing the doctor?	Eleven o'clock.
When do you get back from London?	Twenty-five to eight.
What time is your appointment with the dentist?	Twenty to ten.

- 3 Get the learners to skim the dialogues quickly. Ask a few questions in random order, for example:

What time is the doctor's appointment?

When is the film?

When is the party?

- 4 Write this diary page on the board: Tell the learners to copy it.

MONDAY	dentist _____
TUESDAY	film _____
WEDNESDAY	tennis _____
THURSDAY	doctor _____
FRIDAY	party _____
SATURDAY	train to London _____
SUNDAY	return from London _____

- 5 Ask the learners to read the dialogues and to fill in the missing times in the diary. They should write the times down in numbers, not words.
- 6 Get them to check their answers in pairs. Then ask for a volunteer to come to the board and fill in the time in the diary entry for Monday. Check that it is correct, then ask for volunteers to fill in the other times.

Follow-up

Get learners to write their own diaries for the next couple of days.

Put them in pairs and get them to ask and answer questions about their appointments.

Put the following words on the board:

<i>the doctor's appointment</i>	<i>the meeting</i>	<i>the party</i>
<i>the football match</i>	<i>the exam</i>	<i>the film</i>

Ask the learners to put the words into two groups 'duty' and 'fun'. Then add 'What time is _____?' to the words on the board to make a substitution table. In pairs get learners to ask and answer about their appointments.

5 Personal information

LANGUAGE	My name's _____. I'm _____. I'm from _____.
TECHNIQUE	Read and correct.
MATERIALS	Letter and speech bubbles on a poster, or on the board; magazine pictures of people (for Follow-up).
PREPARATION	Prepare the poster if you are using one. Collect the magazine pictures if you are doing the Follow-up.
TIME GUIDE	30 minutes.

Lead-in

- 1 Ask a learner:
What's your name?
How old are you?
Where are you from?
- 2 Write the answers on the board making deliberate errors and get the learners to shout 'Stop!' when they see a mistake. Correct the mistake and go on.

Read and correct

- 3 Put up the following letter and put the speech bubbles underneath.

Hi penpal!

Nice to meet you! Let me introduce myself. My name's Jane Grey and I'm 15 years old. I'm from Toronto, Canada and I live at 23 Madison Road, Toronto. I'm a dancer, and my hobbies are playing the guitar and singing.

Write and tell me all about yourself!

Jane

Her address is 23 Madison Avenue Toronto.

She's American.

My penpal's called Jane Green.

Her hobby is dancing.

She's thirteen.

She likes playing the piano.

- 4 Cover the speech bubbles and get the class to skim the letter quickly. Ask a few questions, for example:

Who is writing the letter?
Who is she writing to?
Which country is she from?
What does she like doing?

- 5 Tell the learners that the sentences in the speech bubbles are spoken by Jane's pen pal. She is telling her friend about Jane but she's wrong about some things. Ask them to read the letter and the speech bubbles and write correct versions of the sentences in the bubbles.
- 6 When they have finished, ask them to compare their answers in pairs. Check the answers with the whole class.

Follow-up

Put up the magazine pictures of people on the board or round the room. Ask the learners to choose one and to write about him or her using the words on the board. If they need help, write these sentences on the board:

His/her name is _____.

He/she's a _____.

His/her hobby is _____.

Go round supplying vocabulary for jobs or hobbies if they need it.

Put learners in groups of three or four. Tell them to take it in turns to read their description and get the others to guess the picture it describes.

6 Countries

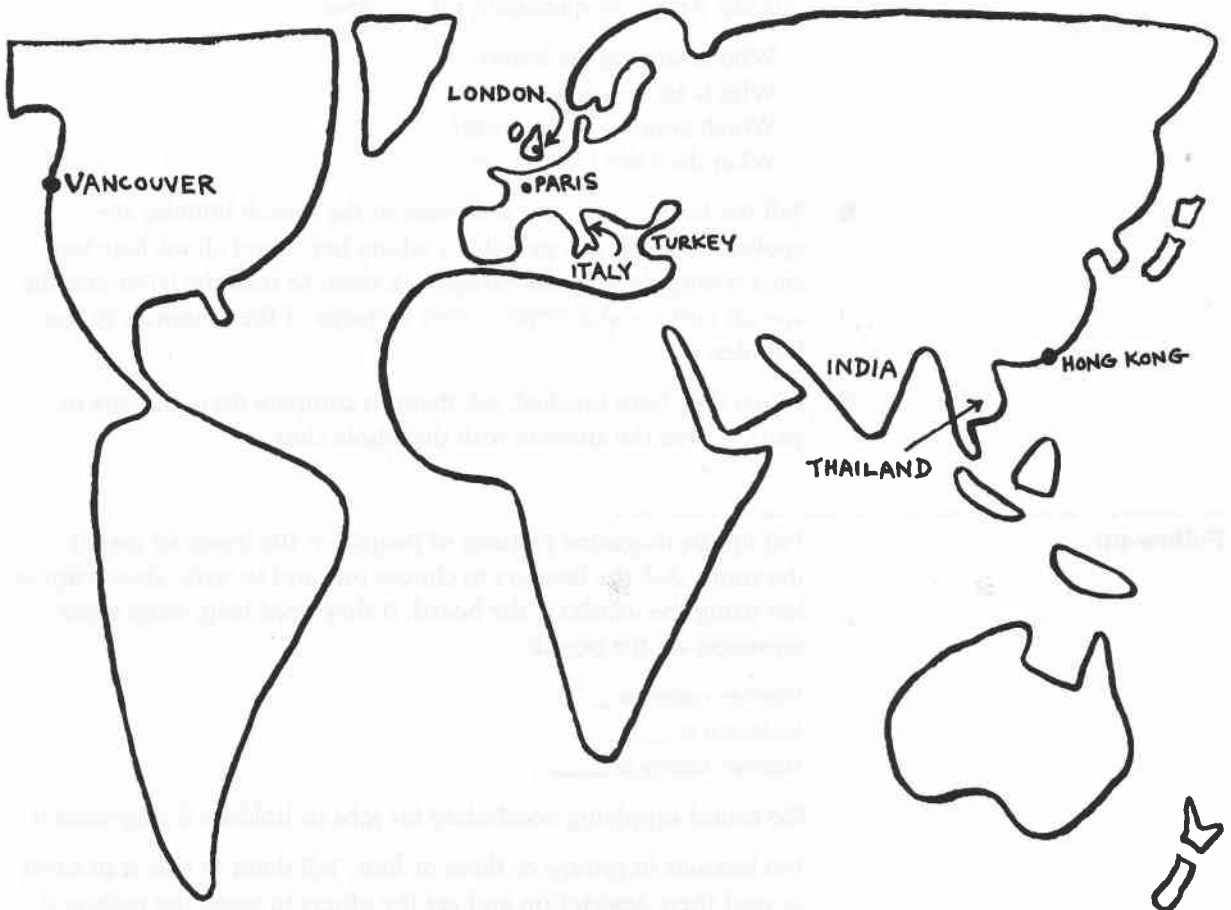
LANGUAGE	'Countries' and 'cities' vocabulary area (for example Hong Kong, Thailand, India, Paris, and London).
TECHNIQUE	Read and draw.
MATERIALS	Letter, on a poster or on the board; simplified map of the world on a poster, with countries and cities mentioned in the letter marked.
PREPARATION	Prepare the posters.
TIME GUIDE	30 minutes.

Lead-in

- 1 Put up the map of the world. Ask the learners which countries they would most like to visit.

Read and draw

- 2 Ask the learners to copy the map of the world into their books.



3 Put up the letter.

Dear Joe,

Here I am at last in Hong Kong! I've had a long trip and am tired. Last week I was in Thailand and before that in India. I left Canada six weeks ago and went straight to London. From there I went to Paris, and then to Turkey via Italy. I'm flying back to Canada on Sunday so will see you soon!

Love from Natasha

4 Draw a picture of a suitcase with luggage labels on the board.



Tell the learners that the suitcase started in Vancouver and is now in Hong Kong. Ask them to scan the postcard quickly and fill in the other labels on the suitcase.

- 5 Then ask the learners to read the postcard more slowly and mark Natasha's route in pencil on their maps.
- 6 Get the learners to compare their maps in pairs.
- 7 Read out the letter, tracing the route with your finger on the poster as you read.

Follow-up

Teach more country names by asking which countries the suitcase passed through on its route, and getting the learners to add these to their maps.

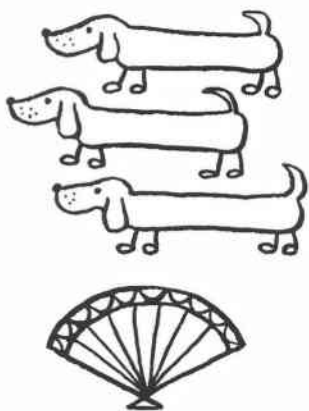
Alternatively, practise words for nationalities. Tell the learners that the owner of the suitcase had to get a visa for each country and ask which embassies he or she had to visit.

7 Nationalities

LANGUAGE	'Nationalities' (for example, Mexican, French, Chinese) and 'souvenirs' (fan, hat).
TECHNIQUE	Read and match.
MATERIALS	Poem, on a poster or on the board; poster of pictures of souvenirs, poster of a map.
PREPARATION	Prepare the poster(s).
TIME GUIDE	30 minutes.

Lead-in

- 1 Put up the poster of the pictures.



- 2 Ask the learners if they know what the objects are called. Get them to guess where each object comes from.

Read and match

- 3 Then tell them you are going to give them a poem to read. Put up the poem.

My uncle was a sailor
He sailed across the sea
And when his ship came home at last
He brought these gifts for me:

A Mexican hat
A Turkish mat
Two Dutch clogs
Three German dogs
A Spanish fan
A Chinese pan
A Japanese house
A little French mouse
A Peruvian llama
And a pair of pyjamas



- 4 Ask the learners these questions:
What was my uncle's job?
What did he bring me?
- 5 Ask the learners to look at the pictures of the objects and get them to put write the letters A-J under the pictures in the order the objects appear in the poem.
- 6 Put up the poster of the map.



- 7 Ask the learners to copy it and mark the uncle's route . It should include the following countries in any order (Mexico, Turkey, The Netherlands, Germany, Spain, China, Japan, France, Peru?).
- 8 Ask the learners:
What country do you think the pyjamas come from? (India)

Follow-up

Ask students if they have any objects from other countries (if they are unlikely to have any, ask them what the uncle would take home as souvenirs from their country).

8 Locating objects

LANGUAGE	'Classroom furniture' (for example, picture, desk, board) Vocabulary area. Place prepositions.
TECHNIQUE	Read and correct.
MATERIALS	A description of your classroom containing errors, on a poster or on the board.
PREPARATION	Prepare a short description of your classroom. Include five or six errors. Prepare the poster if you are using one.
TIME GUIDE	30 minutes.

Lead-in

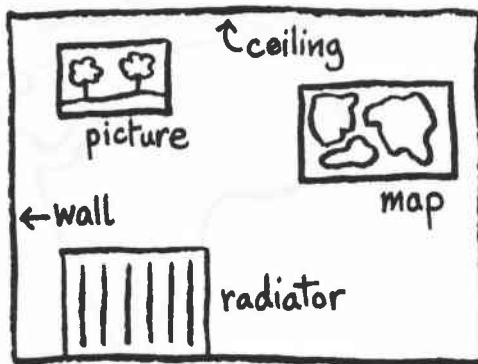
- 1 Ask learners a few 'quiz' questions about their classroom, for example:

It's on the wall near the door. What is it?

It's on the ceiling, in the middle. What is it?

It's on the floor under the window. What is it?

Supply vocabulary if they don't know the names of the objects. Make sure they know words such as 'wall', 'ceiling', 'map', and 'picture'.



Read and correct

- 2 Put up the description of your classroom, describing where objects are located but containing errors, for example:

There is a picture is on the wall near the door. In front of the picture there is a desk and a chair. They are the teacher's. At the back of the classroom there is a board. At the side of the classroom there is a window. Above the window there are some shelves. Next to the shelves is a map of the world and under the map is a cupboard. There are 20 desks and chairs on the ceiling and a large door in the floor.

Ask the learners to begin reading and to put up their hands as soon as they see anything wrong.

- 3 Ask the learners to read the text and to find all the mistakes. Tell them to write the correct versions of the sentences where there are mistakes.
- 4 Read the text out to the learners and ask them to shout 'Stop!' when they hear a mistake. Pause and ask them what the correct sentence should be, then alter the text if you have written it on the board or, if you are using a poster, write out the correct sentence on the board.

Follow-up

Put the following list of words on the board (but don't include the words for things you don't have in your classroom):

board
desk
radiator
chair
fan
noticeboard
door
window
table
light
picture

Ask the learners to sort them into three groups, 'On the wall', 'On the floor', and 'On the ceiling'.

Ask learners to write 10 sentences about objects in the classroom—five correct and five incorrect. Put them in groups of three to four to read each other their sentences. The first person to shout 'wrong' when they hear an incorrect sentence get a point. The winner is the person in each group with most points.

Alternatively, leave a number of slips of paper with the names of objects around the classroom in the wrong places, for example, 'board' on a desk, 'window' on a door, and so on. Ask the learners to tell each other the correct locations of the things, and to move the labels to the right places.

9 Feelings

LANGUAGE	'Feelings' vocabulary area (for example, <i>sad</i> , <i>lonely</i> , <i>happy</i>).
TECHNIQUE	Read and correct.
MATERIALS	Diary extract on a poster or on the board, a poster with a list of sentences about feelings on.
PREPARATION	Prepare the poster(s) if you are using them.
TIME GUIDE	30 minutes.

Lead-in

- 1 Mime some feelings to the class, for example, 'happy' by smiling and 'angry' by frowning. Ask the learners to guess how you feel.
- 2 Write the following words on the board and ask the learners to discuss how these things make them feel:

rain
sunshine
work
friends
letters
having an argument

Supply or elicit the following words in the discussion: 'sad', 'lonely', 'happy', 'fed up', 'bored', 'angry', and 'tired'.

Read and correct

- 3 Put up this diary extract:

MONDAY <i>Grey rainy day. Feel sad and lonely.</i>
TUESDAY <i>Weather better today. Hot sun. Letter from John. Feel happy.</i>
WEDNESDAY <i>Busy day. Worked hard. Hungry and thirsty. Tired too.</i>
THURSDAY <i>Argument with Dad. Angry all day.</i>
FRIDAY <i>Weather cold and rainy. Feel sad and fed-up.</i>
SATURDAY <i>Nothing to do. Bored.</i>
SUNDAY <i>Nice day. Friends came. Saw John tonight. VERY happy!</i>

Tell the learners this is Jane's diary for last week. Ask them to skim it quickly.

- 4 Ask a few questions, for example:

Which days were rainy?
When was Jane bored?
When did she see John?

Tell the learners to find the answers as quickly as possible.

- 5 Write the sentences below on the board, or put up a poster. Ask the learners to work in pairs and correct the ones that are wrong:

Rain made her fed up.
The sunshine made her angry.
A letter made her sad.
Work made her VERY happy.
Her father made her thirsty.
Doing nothing made her happy.
Friends made her tired.
John made her bored.

- 6 Ask the learners to write down the correct sentences and then to compare them with a partner.
- 7 Go through the sentences with the whole class and correct them on the board.
- 8 Ask the learners what they think 'busy' and 'argument' mean. Try to get them to guess from the context.

.....
Follow-up

Extend the 'feelings' vocabulary. Add the following words to the list you wrote on the board at stage 2:

exams
parties
ghosts
thunderstorms

Check the learners understand the words, then ask them to say how the things make them feel, for example:

Exams make me nervous.
Parties make me excited.

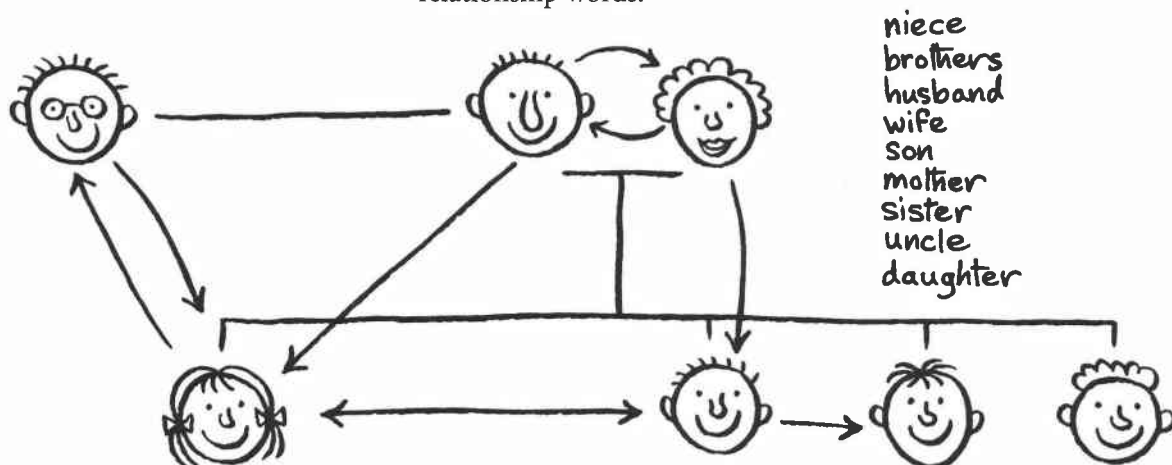
Use the context to teach 'nervous', 'worried', 'excited', and 'scared'.

10 Families

LANGUAGE	'Families' vocabulary area (for example, mother, father, sister). Numbers.
TECHNIQUE	Read and reorder.
MATERIALS	Posters of a text with sentences in the wrong order, and in the correct order.
PREPARATION	Prepare the posters. Draw the family tree on the board.
TIME GUIDE	30 minutes.

Lead-in

- 1 Draw a picture of a family tree on the board, without the relationship words:



Write up the words: 'father', 'mother', 'husband', 'wife', 'son', 'daughter', 'brother', 'sister', 'uncle', 'niece'.

- 2 Ask the learners if they can tell you where to put the words on the arrows to show the relationships between the members of the family.

Read and reorder

- 3 Put up the following text:

Dear Tom,

You wanted to know more about my family.

A My father's name is Pierre.

B My mother is only 52.

C They're 14 and 15 and their names are Marc and Guy.

D They still live at home, but my sister is married.

E Her husband is called Robert and they have a beautiful baby called Suzanne.

F He's 62 years old.
 G Her name is Jeanne and she's 20 years old.
 H Her name is Beatrice.
 I I've got two brothers.
 J So I'm an uncle now.
 Please tell me about your family.
 Your friend
 Hugo.

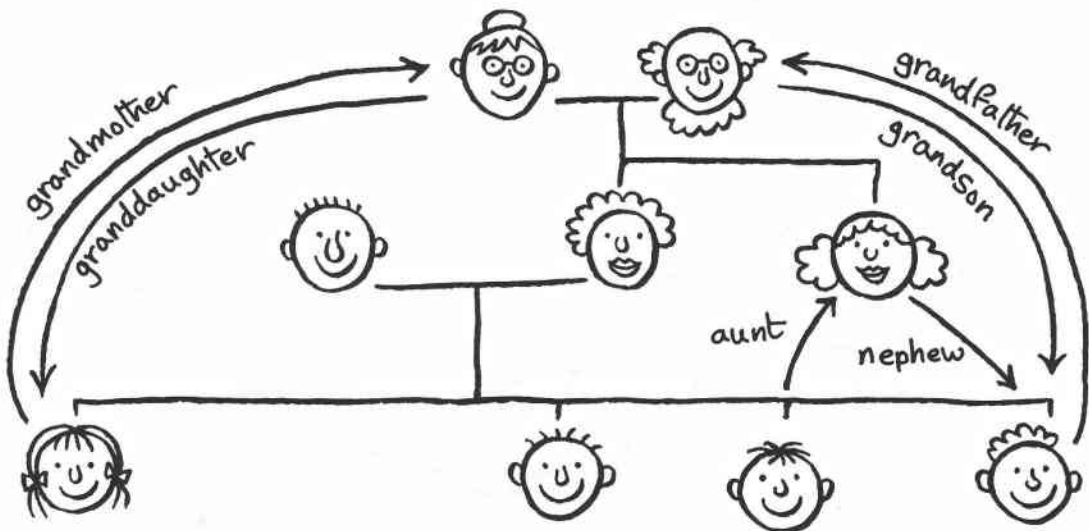
- 4 Ask the learners to respond 'true' or 'false' to the following statements:

Hugo is writing a letter. (true)
 He's writing to John. (false – Tom)
 His father's name is Benedict. (false – Pierre)
 He has two brothers (true)
 Jeanne is 25 years old. (false – 20)

- 5 Ask the learners to read the text and put the sentences in the best order. Then ask them to compare their answers in pairs.
 6 Elicit the correct order and write the letters on the board (A, F, B, H, I, C, D, G, E, J).
 7 Put up the poster showing the correct text and read it aloud with the learners. Write the people's names on the tree.

Follow-up

Draw in more people on the family tree on the board.



Use the extended family tree to teach 'grandfather', 'grandmother', 'grandson', 'granddaughter', 'aunt', and 'nephew'.

11 Colours

LANGUAGE	'Colours' vocabulary area (for example, _____, _____, and _____). It's _____.
TECHNIQUE	Read and match.
MATERIALS	Text, on a poster or on the board; pictures on a poster.
PREPARATION	Prepare the poster(s).
TIME GUIDE	30 minutes.

Lead-in

- 1 Ask the learners some questions about birds, for example:

What is the most common local bird?

What colour is it?

What birds do you know?

What colours are they?

What is your favourite bird?

Read and match

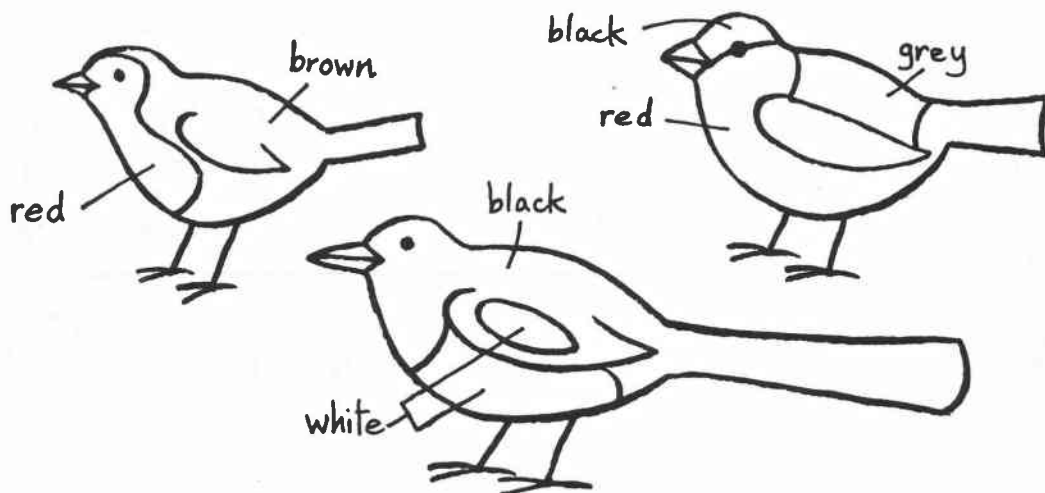
- 2 Put up the text.

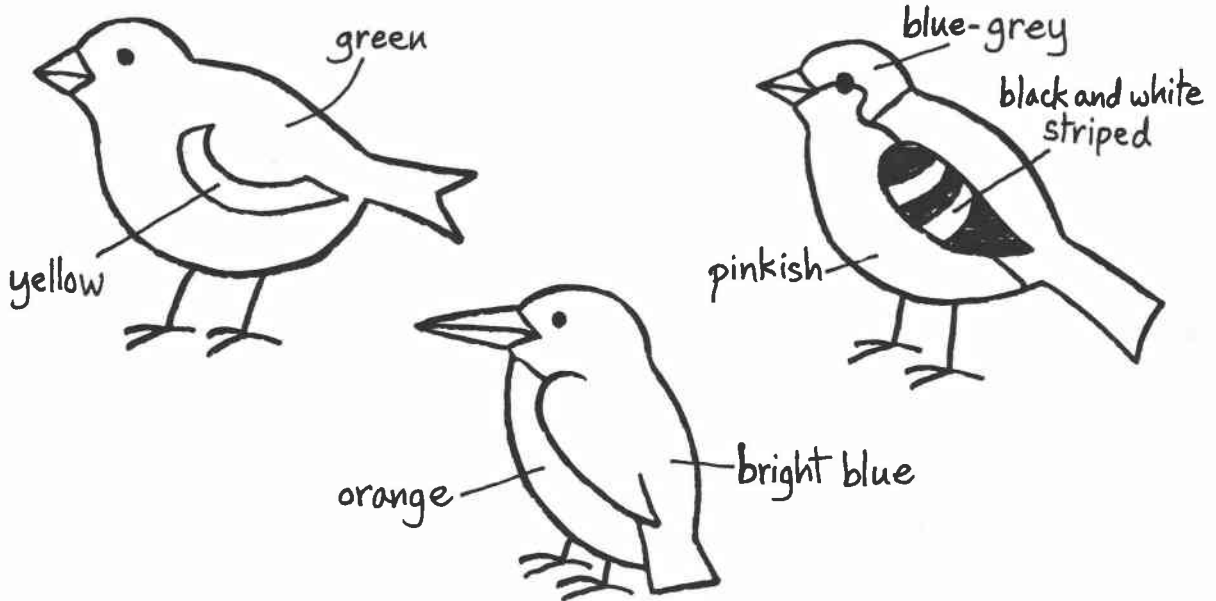
Seen in garden:

- 1 small brown bird with red breast and short tail
- 2 bird with red breast, black head and wings, grey back
- 3 large black and white bird, hopping on path, noisy call
- 4 green bird, yellow on wings, thick beak, seen eating seeds
- 5 seen in bush near river, bright blue back and orange breast
- 6 pinkish breast, blue-grey head, and black and white striped wings, seen eating seeds in garden

Ask the learners who they think wrote the notes.

- 3 Put up the pictures.





Ask the learners to match the pictures and the descriptions.

- 4 Put the learners in pairs to check their answers.
- 5 Check the answers with the whole class. Check that they have understood 'head', 'legs', 'wings', 'beak', 'breast', 'body', and 'tail' correctly from the context, by drawing a bird on the board and getting them to help you label the parts.

Follow-up

Get each learner to draw and colour an imaginary bird. Then put them in pairs and get them to describe their bird to their partner, but without showing it. Their partner should draw the bird. The pairs should compare their drawings to see how similar they are.

Tell the learners to draw a picture of their bird and write a description on a piece of paper. Collect the written descriptions. Stick the pictures of the birds on the wall or tables around the room. Give out the descriptions to learners. Make sure they don't have the one they wrote. Get them to walk around the room and match their description to a picture on the wall.

12 Shapes

LANGUAGE	'Shapes' (for example, thin, square, round) vocabulary area. It's _____.
TECHNIQUE	Read and guess.
MATERIALS	Riddles, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	30 minutes.

Lead-in

1 Ask the learners:

It's big and square, and it's on the wall. You can write on it.
What is it? (a board)

Introduce the unfamiliar words from the text ('metal', 'glass', 'paper') by showing objects (for example, a key or a book) and asking students to point to others.

Read and guess

2 Put up these riddles:

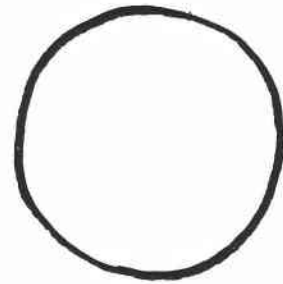
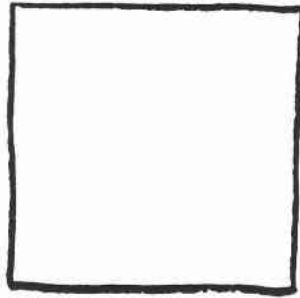
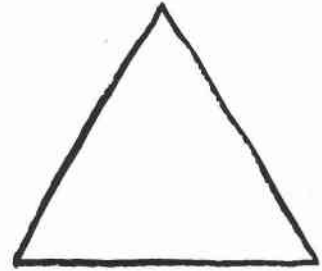
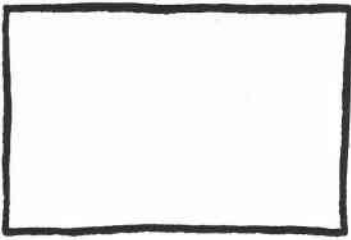
- 1 *It's long and thin. You write with it.*
- 2 *It's brown and square with four legs.*
- 3 *It's round and white.*
- 4 *It's soft and square. It's on your bed.*
- 5 *It's soft and square and full of money.*
- 6 *It's soft and square and white. It's in your pocket or your bag.*
- 7 *It's round and made of metal. There are a lot in your pocket or bag.*
- 8 *It's long and sharp and made of metal. You cut with it.*
- 9 *It's thick and square and made of paper. Inside it's back and white.*
- 10 *It's big and square and very thin. It's made of glass. There are ... in this room.*

Ask which sentence describes a table. Get them to find the answer as quickly as they can.

3 Ask the learners to work in pairs to read the riddles and guess the answers. Elicit suggestions from around the class (answers: pen, table, plate, pillow, purse, handkerchief, coin, knife, book, window).

Follow-up

Extend the learners' shape vocabulary by drawing these shapes on the board and seeing if they know the names:



Practise the names ('rectangle', 'diamond', 'triangle', 'oval', 'square', and 'circle'). Teach the adjectives ('rectangular', 'diamond-shaped', 'triangular', 'oval', 'square', and 'round').

A ____ is rectangular.

A ____ is diamond-shaped.

A ____ is triangular.

A ____ is oval.

A ____ is square.

A ____ is round.

Ask learners to think of objects to fill in the blanks.

13

Parts of the body

LANGUAGE	'Parts of the body' (for example, leg, foot, toe) and 'shapes' (for example, round, square, pointed) vocabulary areas.
TECHNIQUE	Read and draw.
MATERIALS	Description, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	30 minutes.

Lead-in

- 1 Draw an 'alien' on the board (give him flapping ears and a pointed nose). Ask the learners:

What is strange about the figure in the drawing?

Do you believe there is life on other planets?

How would you feel if you met an alien?

As learners describe the alien, make sure they know parts of the body and shapes vocabulary (for example, leg, foot, toe) Supply 'flapping' and 'pointed'.

Read and draw

- 2 Put up the following text:

I've just seen a very strange little man in the street outside. He's got a small round body with short legs and big feet. His feet are very strange because they have only three toes. And another strange thing: he's got six arms! And three heads! One head is small and round with big flapping ears. That head has one eye right in the middle and a square mouth. The next head is big and square with pointed ears. That head has three eyes and a big mouth with lots of teeth. The third head is triangular with small square ears. It has two eyes, a pointed nose, and a small round mouth. He's coming towards me now. I think he's going to climb in through my

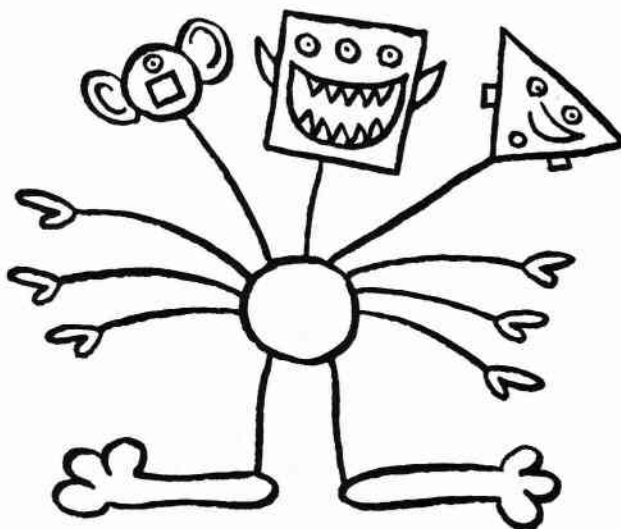
Tell the learners that this is part of a letter found in someone's house.

- 3 Tell the learners to read the first sentence and the last one. Ask them:

What do you think the man is?

Why isn't the letter finished? What happened?

- 4 Ask them to read the whole letter and draw the man that the writer describes. He should look something like this:



- 5 Ask for a volunteer to come and draw their alien on the board. Get the rest of the class to help and correct if necessary.

Follow-up

Extend vocabulary by listing parts of the body down one side of the board and adjectives down the other:

hair	round
eyes	square
ears	long
nose	short
mouth	curly
teeth	pointed
body	straight
arms	triangular
hands	oval
legs	big
feet	small

Discuss which adjectives can go with which parts of the body, for example, a nose can be 'straight', 'long', 'short', 'pointed', 'big', or 'small'.

14 Describing people

LANGUAGE	'Describing people' (for example, tall, thin, short) and 'parts of the body' (for example, face, hair, nose) vocabulary areas. The adjectival suffix -ish .
TECHNIQUE	Read and reorder.
MATERIALS	Police statement, on a poster or on the board; pictures of five men on flashcards.
PREPARATION	Prepare the poster if you are using one. Prepare the flashcards.
TIME GUIDE	30 minutes.

Lead-in

- 1 Tell the learners that they are standing outside a bank when they see this man running out. Hold up one of the flashcards of the men and show it to the class for a couple of seconds. Tell them that the man was a robber and ask them to try and describe him. Use the discussion to make sure they know vocabulary for parts of the body (face, eyes, etc) and physical description (tall, thin, short, fat)

Read and reorder

of

- 2 Tell the learners that a woman saw the robbers as they came out of the bank and down the street. Put up her statement to the police:

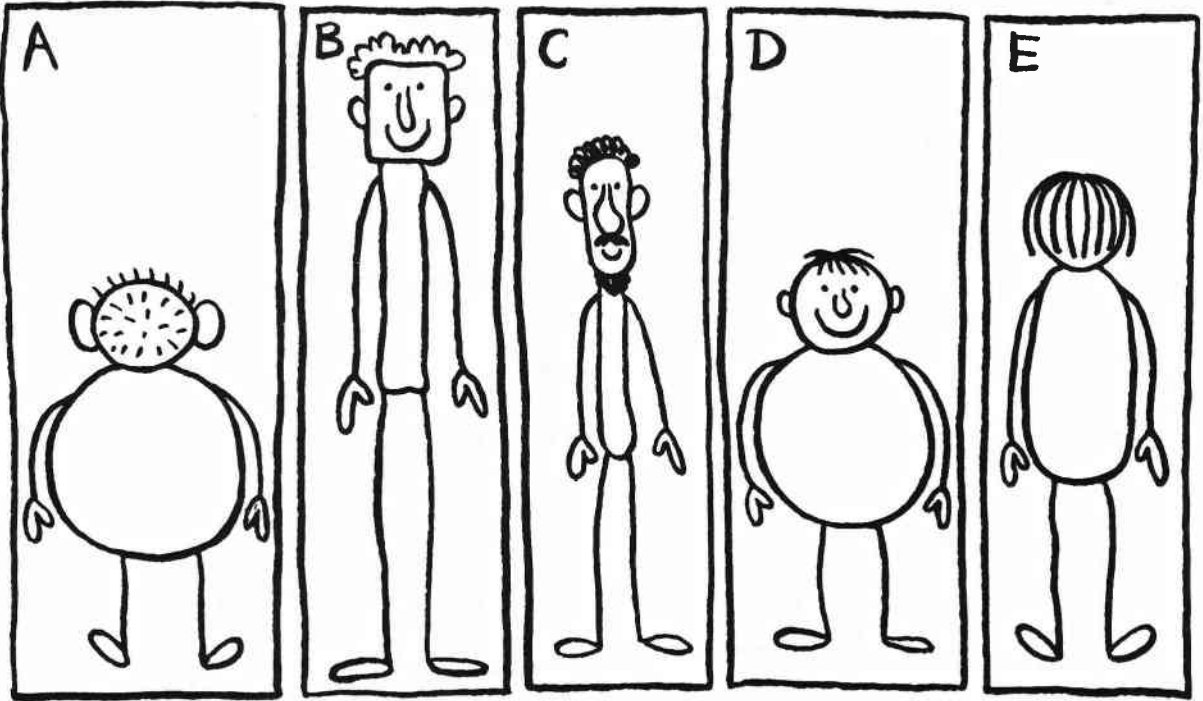
There were five men. The first was tall and thin. He had a square face with blue eyes and curly fair hair. The second was short and fat with a roundish face and short straight dark hair. The third was of medium build. I didn't see his face but he had longish dark hair. The fourth man was quite thin, medium height. He had a long thin face with a big nose. His hair was dark and curly and he had a moustache and a beard. The last man was short and plumpish with very short blond hair. I didn't see his face, but I remember his ears. They were very big!

Ask them:

- How many men were there? (5)
- How many were thin? (2)
- How many had dark hair? (3)
- How many had big ears? (1)

Get them to scan through the text looking for this information as quickly as possible.

3 Put up the five flashcards.



Ask learners to read the text and write down the letters of the flashcards in the order that the men appear in the text.

- 4** Tell them to compare their answers in pairs.
- 5** Check the answers with the whole class and rearrange the pictures in the correct order (B, D, E, C, A).

Follow-up

Get them to tell you what they think '-ish' means. If they have problems, explain that it is added to an adjective to mean 'quite' or 'not exactly but nearly'. Ask the learners to make up words to mean:

She is quite small—'smallish'

He's got quite big ears—'biggish'

He's quite a tall man—'tallish'

She has hair that is between red and brown—'reddish or brownish'

He's wearing a shirt that is between blue and green—'bluish or greenish'

Ask for volunteers to describe another learner in the class without saying who he or she is. Get them to use '-ish'. The rest of the class must guess who they are describing.

15 Clothes

- LANGUAGE 'Clothes' (for example, shirt, tie, skirt) vocabulary area.
- TECHNIQUE Read and draw.
- MATERIALS Poem, on a poster or on the board.
- PREPARATION Prepare the poster if you are using one. Practise drawing the house and garden.
- TIME GUIDE 30 minutes.

Lead-in

- 1 Draw a quick sketch of a house and garden, talking as you do so:



This is my house—two windows and a door [*draw house*]. Here's the sky [*draw sky with clouds*]. Here's the cat sitting by the door [*draw cat*] and here's the back garden [*draw garden*]. This is the washing line where I hang my clothes [*draw washing line with clothes*] and the vegetable garden where I grow my beans [*draw beans*]. My garden's not very beautiful—there are no flowers, just a lot of dirt [*draw mud*] and some puddles [*draw puddles*], and a few old boxes [*draw boxes*].

Make sure the learners understand the new vocabulary, ('beans', 'dirt', 'puddle', 'mud', and 'boxes').

- 2 Tell them to copy the picture.

Read and draw

- 3 Put up the poem. Cover all of it but the first line. Ask the learners what they think happened. Collect suggestions.
- 4 Uncover the rest of the poem. Rub out the clothes from the washing line.

Oh dear!

*I came home on a windy day
To find the washing was blowing away.*

*Dad's shirt and his tie
Sailed up in the sky.*

*My sister's red skirt
Fell into the dirt.*

*Three of my socks
Were in an old box*

*And five or six more
Hung over the door.*

*My brother's blue jeans
Ended up in the beans.*

*Mum's old woolly hat
Looked good on the cat,*

*And all in a muddle
In a big muddy puddle*

*Were my shirt and my sweater
Getting wetter and wetter*

... and wetter

... and wetter!

Ask the learners to read the poem and draw the clothes in the correct places in their pictures.

- 5** Get them to compare their pictures in pairs, then ask a learner to come and draw the shirt and tie. If everyone agrees they are in the correct place, ask another learner to come and draw the skirt. Continue in this way until all the clothes are drawn in on the picture on the board.

..... Follow-up

Ask the learners if they can guess the meaning of the words from the poem:

sailed (sail)
fell (fall)
hung (hang)
muddle
wetter (wet)

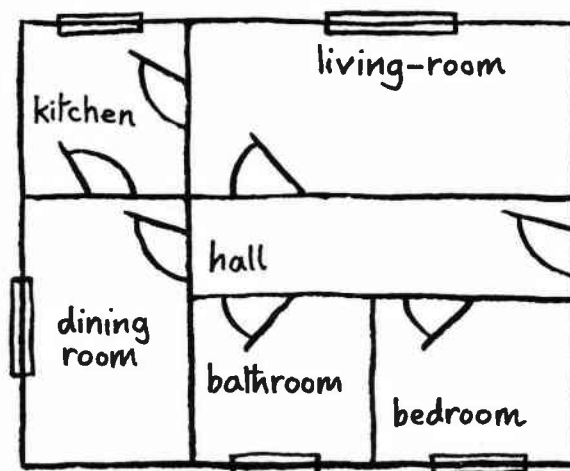
Ask them to show by gesture, mime, or explanation what the words mean, or do this yourself if the learners cannot guess.

16 Rooms in a flat

- LANGUAGE** 'Rooms' vocabulary area (for example, **kitchen**, **living-room**, **bedroom**) and 'household objects' vocabulary area (for example, **knife**, **fork**, **plate**).
- TECHNIQUE** Read and draw.
- MATERIALS** Plan of a flat, on a poster or on the board; text, on a poster or on the board.
- PREPARATION** Prepare the posters, if you are using them.
- TIME GUIDE** 40 minutes.

Lead-in

- 1 Put up the plan of a flat.



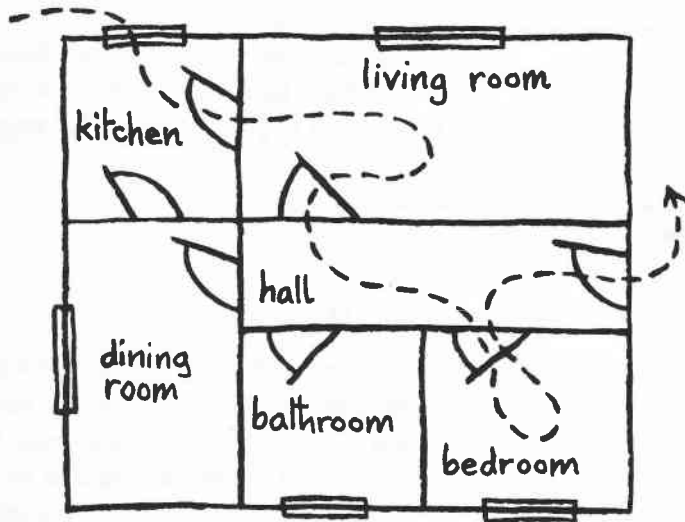
Tell the learners that you had a burglary last night. Ask them to guess where the burglar came in and what he took. Use the discussion to elicit and supply vocabulary for rooms ('kitchen', 'living-room', 'bedroom', etc) and common possessions ('radio', 'camera', 'watch', 'bracelet', etc) Ask the learners to copy your plan of the flat.

Read and draw

- 2 Put up the following text. Tell the learners it is from a letter you wrote to a friend.

We think the burglar came in through the kitchen window: the glass was broken. He took our knives and forks and some of our plates from the kitchen. He must have gone into the living-room, where he took a radio and a camera, and then through the hall into the bedroom, where he took a watch and a bracelet. Then he took a rug from the hall and left by the front door. He took my bicycle, which was outside the front door. We think he got away on it!

- 3 Tell the learners to read the first and last lines of the text. Where did the burglar come in? Where did he leave the flat?
- 3 Tell the learners to draw the burglar's route through the flat and to write down in each room the things that he took.
- 4 Tell them to compare their answers in pairs, then ask for a volunteer to come to the board and draw the route according to the class's instructions. Ask for another volunteer to write in the things taken.



Follow-up

Extend the 'household objects' vocabulary in the text by asking the learners what a burglar could take from each room. Go through the different rooms in the flat and collect suggestions. Explain or translate words learners don't know, or encourage them to use dictionaries.

Alternatively, write a sentence-frame letter on the board for the learners to complete, for example:

Last night we had a burglary! The burglar came in through the _____. He took a _____ from the _____. He went into the _____ and took a _____. He took a _____ from the _____ and left by the _____.

17 Furniture

LANGUAGE 'Furniture' vocabulary area (for example, **cooker**, **cupboard**, **sofa**). Place prepositions (for example, **next to**, **at one side of**, **opposite**).

TECHNIQUE Read and draw.

MATERIALS Letter, on a poster or on the board.

PREPARATION Prepare the poster if you are using one.

TIME GUIDE 30 minutes.

Lead-in

- 1 Ask the learners to imagine they have a new flat that is empty. Which three pieces of furniture do they need most? Tell them to discuss this in pairs, then ask for suggestions from the class.

Read and draw

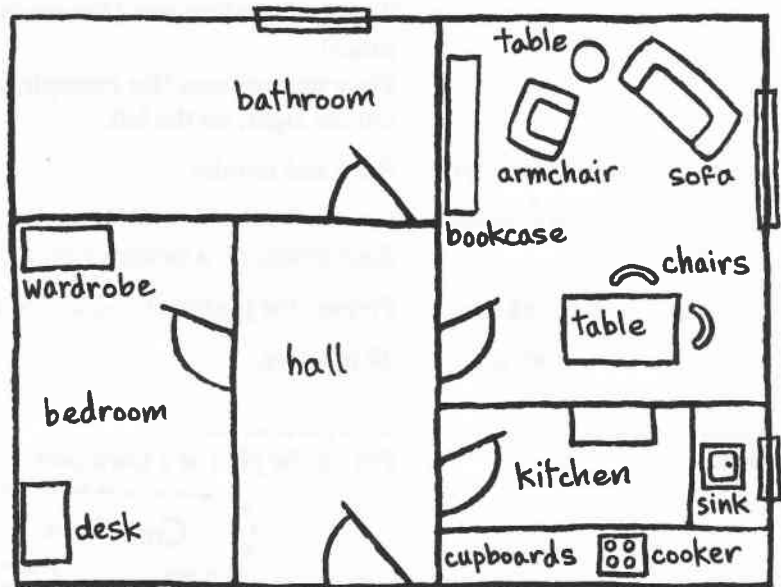
- 2 Put up this letter.

Dear Mum,

Well, here I am in my new flat! It's great! The kitchen is on the right as you come in. It's small, but bright. There is a cooker and a sink and lots of cupboards. The living-room is next to the kitchen. There's a sofa and an armchair and a small table at one side of the room. On the other side there is a table and two chairs. On the wall opposite the window there's a bookcase. There's a bathroom at the end of the hall and my bedroom is opposite the living-room. There's a wardrobe and a little desk. Only one problem—there isn't a bed! I'll have to sleep on the floor tonight!

Love, Anya

- 3 Ask the learners to read the letter and to draw a plan of the flat. Tell them to label the rooms.
- 4 Put them in pairs to compare their drawings.
- 5 Ask for a volunteer to come up and draw the plan on the board. Ask for other volunteers to label the rooms. Explain any unfamiliar words.



Follow-up

Extend the furniture vocabulary by asking the learners what else they think Anya needs in each room. Collect their suggestions and write them on the board, e.g.

cushion	rug
chest of drawers	
radio	fridge

Get the learners to write or improvise a telephone conversation between Anya and her mother. Write a blank-fill text like the one below on the board if you feel they need support.

MUM Is there anything you need for your flat?

ANYA Lots of things!

MUM What things?

ANYA Well, in the kitchen I need a _____, a _____, and a _____.

MUM What about the living-room?

ANYA In the living-room I need a _____ and a _____.

MUM And the bedroom?

ANYA In the bedroom I need a _____ and a _____.

18 In town

LANGUAGE 'Town' vocabulary area (for example, **hotel**, **greengrocer**, **post office**).

Place prepositions (for example, **next to**, **opposite**, **behind**).
On the right; **on the left**.

TECHNIQUE Read and reorder.

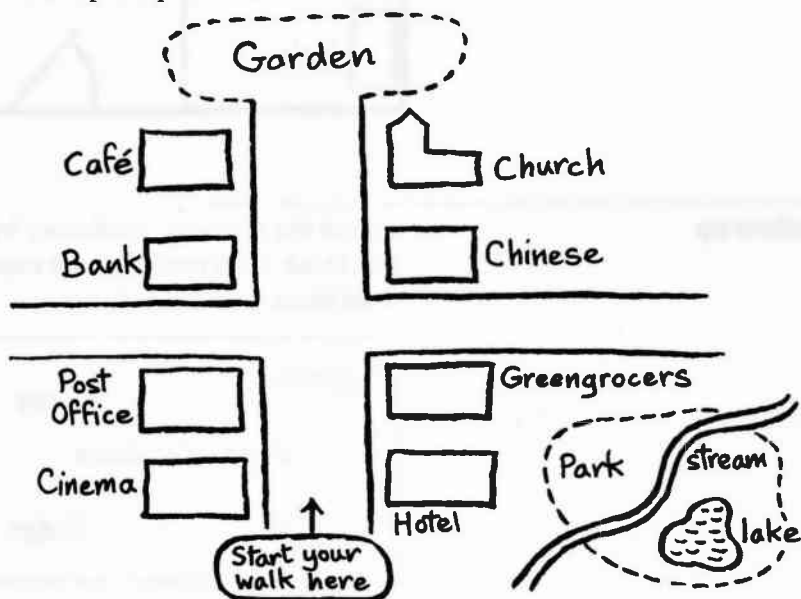
MATERIALS Simple plan of a town centre, on a poster or on the board; description, on a poster or on the board.

PREPARATION Prepare the posters if you are using them.

TIME GUIDE 30 minutes.

Lead-in

1 Put up the plan of a town centre.



Tell the learners to imagine they are walking down the street.
Ask:

What's on the left?

What's on the right?

What's next to the hotel?

What do you come to after the greengrocer's and the post office?

Go across the crossroads. What's on the right?

What's opposite that?

What's at the end of the street?

Use the discussion to make sure they know the 'town' vocabulary in the text.

Read and reorder

- 2** Put up this text from a guidebook about the town they have looked at on the map:

A walk down Main Street

- 1 *Next to the hotel is a greengrocer's shop, and opposite that is a post office.*
- 2 *Behind the hotel is a large park with a stream and a small lake. It's a very restful place to sit for a while.*
- 3 *Next to the church, at the end of the street, is a small garden. It's another good place to sit and rest.*
- 4 *After the crossroads, you come to a bank on the left and a very good Chinese restaurant on the right.*
- 5 *As you walk down Main Street there's a cinema on the left and an old hotel on the right.*
- 6 *There's a pleasant little café next to the bank—a good place to have a coffee. Opposite the café is a lovely old church.*

Get the learners to skim quickly through the text. Ask them some scanning questions, for example:

What is next to the bank?
Is the food in the restaurant good or bad?
Where's a good place for coffee?

- 3** Ask the learners to look at the plan and then write down the numbers of the sentences in the correct order to make a logical description. If necessary, help them with vocabulary.
- 4** When they have finished, put them in pairs to compare their answers.
- 5** Check the answers with the whole class (5, 2, 1, 4, 6, 3).

Follow-up

Extend vocabulary by talking about the activities you can do in each place. Write the lists of places and activities below on the board and ask the learners to say which activity, or activities, you can do in each place (in some places you can do more than one activity).

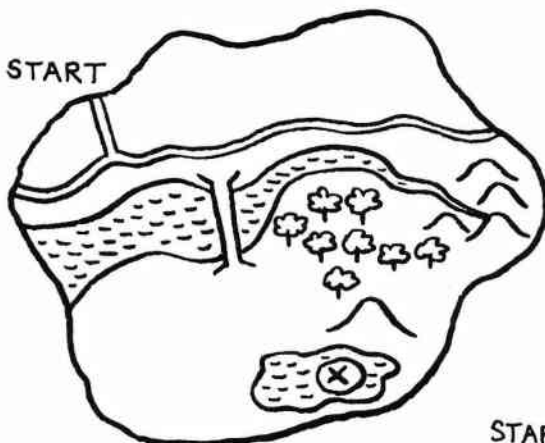
hotel	have a coffee
post office	have a meal
park	buy stamps
cinema	sit and rest for a while
restaurant	pray
garden	get a room for the night
café	buy some apples
church/ mosque	change some money
bank	see a film
greengrocer's	

19 Directions

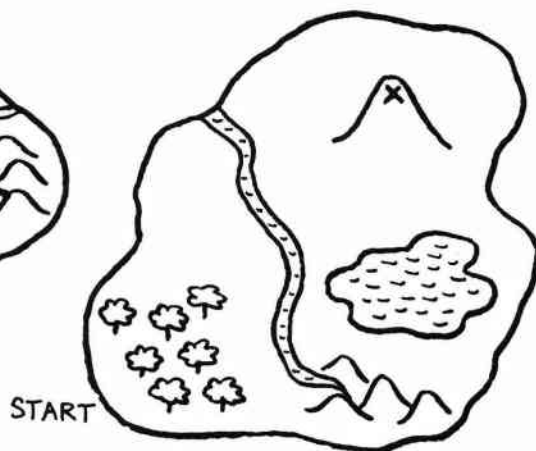
LANGUAGE	'Landscape' vocabulary area (for example, path , river , wood). Prepositions of movement (for example, along , through , round). Imperatives.
TECHNIQUE	Read and sort.
MATERIALS	Maps, on a poster or the board; text, on a poster or the board.
PREPARATION	Prepare the posters if you are using them.
TIME GUIDE	40 minutes.

Lead-in

1 Put up the maps.



Big River Island



Big Mountain Island

Tell the learners that the maps show where treasure is buried (marked X) on the islands. Discuss what the treasure is (for example, gold or diamonds) and who put it there (for example, pirates). Trace the routes for them from START to X. Ask them to describe the routes as you trace them. Teach any words they don't know, for example, 'path', 'bridge', 'hill', and 'mountain'.

Read and sort

2 Put the following text on the board. Tell the learners to read the first two sentences and the last two sentences. Ask:

Are the messages about the same map?
Which maps are they about?

- 1 Go along the path until you get to the river.
- 2 Go through the wood until you come to a river.
- 3 At the bottom of the hill is a small lake.
- 4 In front of you there is a mountain.
- 5 Climb the mountain.

- 6 Cross the river and turn left at the lake. Go round the lake.
 - 7 Go across the bridge and walk along the right bank of the river until you come to a small wood. Go through the wood and over the hill.
 - 8 Walk along the left bank of the river for about ten minutes until you come to a small bridge.
 - 9 The treasure is buried on the island in the middle of the lake. You'll have to swim!
 - 10 The treasure is under a rock on top of the mountain.
- 3 Tell the learners that the two messages have been mixed up. Ask them to look at the maps and read the text and try and sort them out into 'Big River Island' and 'Big Mountain Island'.
 - 4 Tell the learners to compare their answers in pairs, then check the answers with the whole class (Big River Island: 1, 8, 7, 3, 9; Big Mountain Island: 2, 6, 4, 5).
 - 5 Read out the texts as two separate messages.

Big River Island

Go along the path till you get to the river. Walk along the left bank of the river for about ten minutes until you come to a small bridge. Go across the bridge and walk along the right bank of the river until you come to a small wood. Go through the wood and over the hill. At the bottom of the hill is a small lake. The treasure is buried on the island in the middle of the lake. You'll have to swim!

Big Mountain Island

Go through the wood until you come to a river. Cross the river and turn left at the lake. Go round the lake. In front of you there is a mountain. Climb the mountain. The treasure is under a rock on top of the mountain.

Follow-up

Get the learners to draw their own islands and to write instructions for finding treasure. You can give them a substitution table like the one below:

Go	along	the	path
Climb	through		wood
Swim	across		river
Walk	over		mountain
	up		bridge
			hill
			lake
			island

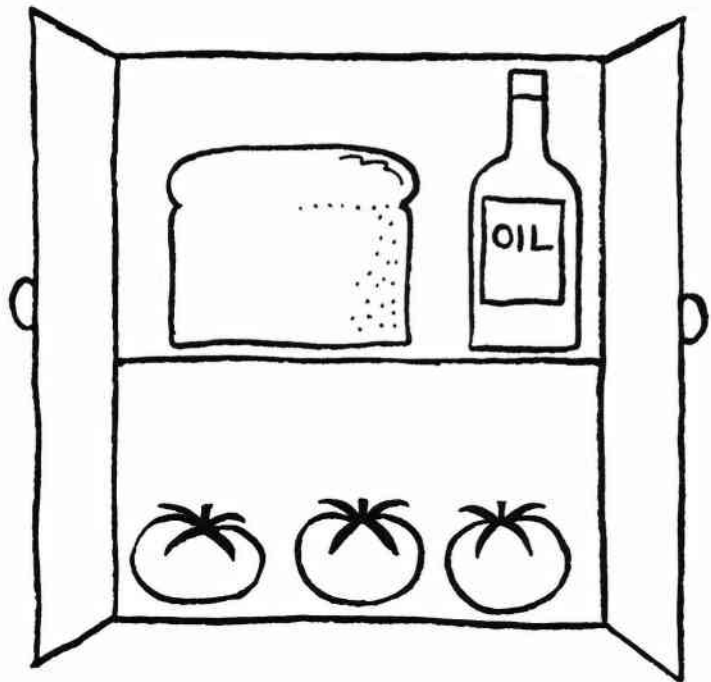
Turn	left	at
	right	

20 In the market

LANGUAGE	'Food' vocabulary area (for example, eggs, milk, oil). Imperatives.
TECHNIQUE	Read and complete.
MATERIALS	Recipe, on a poster or on the board.
PREPARATION	Prepare the poster, if you are using one.
TIME GUIDE	30 minutes.

Lead-in

- 1 Ask the learners what they had for dinner last night. Ask what ingredients went into the dish. Then draw this picture of a cupboard on the board with a loaf of bread, three tomatoes, and a bottle of oil in it.



Tell them this is their cupboard at home. What could they cook?

Read and Identify

- 2 Put the following recipes on the board.

Take six eggs. Break them into a bowl and add a little milk. Mix together. Heat a little oil in a pan and add the eggs and milk. Add salt and pepper. Slice three tomatoes and grate some cheese. Add these when the eggs are nearly cooked. Cook a little longer until the cheese has melted then turn it onto a plate. Serve with potatoes and salad.

- 3** Tell the learners that they are going to make the dish. Ask them to read the text rapidly and tell you what the dish is (omelette).
- 4** Point to the picture and tell the learners that this is what is in their cupboard. Ask them to read the recipe and then in pairs make a list of what they need to buy in the market.
- 5** Ask for a volunteer to write the shopping list on the board.

*six eggs
milk
salt
pepper
cheese
potatoes
salad*

- 6** Ask the pairs if they have the same items.

Follow-up

Enlarge vocabulary by teaching some verbs used in recipes, for example:

<i>take</i>	<i>heat</i>
<i>break</i>	<i>slice</i>
<i>add</i>	<i>grate</i>
<i>cook</i>	<i>turn</i>
<i>serve</i>	<i>fry</i>
<i>stir</i>	<i>bake</i>
<i>mix</i>	

Read out the recipe and ask the learners to mime the actions, for example:

Break the eggs into a bowl.
Slice the tomatoes.
Add salt and pepper.

Ask the learners what their favourite meal is. Do they know the recipe? Can they tell the class in English how to make it?

21 Shopping

LANGUAGE	'Containers' and 'food and drink' vocabulary areas (for example, bag of flour, packet of tea, bottle of wine).
TECHNIQUE	Read and sort.
MATERIALS	List of ingredients for a simple local dish.
PREPARATION	Prepare the list of ingredients.
TIME GUIDE	30 minutes.

Lead-in

- 1 Write a short shopping list on the board. The list should be of ingredients necessary to cook a simple local dish. Ask the learners what they think you are going to cook.

Read and sort

- 2 Write this shopping list on the board.

*2 onions
bag of flour
packet of tea
bottle of red wine
bag of rice
bag of sugar
bottle of milk
6 eggs
tin of tomatoes
chicken
6 cans of beer
packet of butter
bottle of cooking oil
bar of chocolate*

Get the learners to skim it quickly. Ask questions about it, for example:

How much rice is on the list?
How many eggs are on the list?
How much wine is on the list?

- 3 Tell the learners that two different shopping lists have been mixed up. One belongs to an old lady who is planning to invite a friend for tea and cake. The other belongs to a young man who is going to cook dinner for some friends. Ask them to sort out the two lists and write down what they think is in each list. Tell them that there are seven things in each.

4 Ask for volunteers to write the two lists on the board.

<i>2 onions</i>	<i>bag of flour</i>
<i>bottle of cooking oil</i>	<i>packet of tea</i>
<i>bottle of red wine</i>	<i>bag of sugar</i>
<i>bag of rice</i>	<i>bottle of milk</i>
<i>tin of tomatoes</i>	<i>6 eggs</i>
<i>chicken</i>	<i>packet of butter</i>
<i>6 cans of beer</i>	<i>bar of chocolate</i>

5 Ask the learners:

What is the young man going to cook?

(Suggestion: chicken in tomatoes with rice)

What kind of cake is the old lady going to make?

(Suggestion: chocolate cake)

Follow-up

Write the two lists below on the board. Ask the learners to match containers and food and drink vocabulary.

<i>a bottle</i>	<i>of jam</i>
<i>a bag</i>	<i>of peas</i>
<i>a packet</i>	<i>of wine</i>
<i>a tin</i>	<i>of rice</i>
<i>a jar</i>	<i>of biscuits</i>
<i>a pot</i>	<i>of chocolate</i>
<i>a bar</i>	<i>of yoghurt</i>

Get the learners to draw pictures of five of the items. Put them in pairs and get them to guess what each other's items are. If necessary, give them help in the form of speech bubbles, for example:

Have you got a jar of jam?

No, I haven't.

Yes, I have.

22 Food and drink

LANGUAGE	'Food and drink' (for example, green tea, rice, vegetables) vocabulary area.
TECHNIQUE	Read and complete.
MATERIALS	Letter, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	40 minutes.

Lead-in

- 1 Ask learners what they usually have for breakfast, lunch, and dinner. Ask about the different seasons and whether they eat any special food in particular seasons. Ask what they eat on special occasions, for example birthdays and festivals. Elicit or supply food vocabulary from the text: 'tea', 'rice', 'vegetables', 'pork', 'chicken', 'soup', 'duck', 'fish', 'mangoes', 'peaches', and 'melons'.

Read and complete

- 2 Put up the text below. Cover all of it except for the first sentence. Ask the learners what they think people eat and drink in China. List their suggestions on the board.

Dear Svetlana,

You asked me to tell you what we eat and drink here in China. Well, for breakfast I usually have green tea and rice porridge. For lunch I have rice and vegetables and more tea, and for dinner I have rice again, usually with some pork or chicken. I usually drink tea—again! And we finish the meal with some soup. On special occasions we have duck or fish for dinner—I like duck, but I don't like fish very much—and in the summer we often have fruit, like mangoes or peaches or melons. I love mangoes! At Chinese New Year we have my favourite meal—dumplings! Please write and tell me about food in your country.

Song Lin

- 3 Uncover the text. Did the learners suggest any of the kinds of food and drink in the letter?

4 Put up this chart and tell the learners to copy it.

<i>Breakfast</i>	<i>Lunch</i>	<i>Dinner</i>	<i>Special occasions</i>	<i>Summer</i>	<i>New Year</i>

5 Tell them to complete the chart with the foods Song Lin eats at different times. Tell them to put a tick against those she especially likes. If necessary, explain 'New Year' and 'special occasions'. Check learners know what all the different foods mentioned are before they fill in the chart.

6 Get them to compare their completed charts in pairs.

7 Ask for a volunteer to come and complete the list on the board by asking the rest of the class what to write.

<i>Breakfast</i>	<i>Lunch</i>	<i>Dinner</i>	<i>Special occasions</i>	<i>Summer</i>	<i>New Year</i>
<i>green tea</i>	<i>rice</i>	<i>rice</i>	✓ <i>duck</i>	✓ <i>mangoes</i>	✓ <i>dumplings</i>
<i>rice porridge</i>	<i>vegetables</i>	<i>pork</i>	<i>fish</i>	<i>peaches</i>	
	<i>tea</i>	<i>chicken</i>		<i>melons</i>	
		<i>tea</i>			
		<i>soup</i>			

8 Get the class to try to guess what rice porridge and dumplings might be.

Follow-up

Write the following headings on the board.

Fruit Vegetables Dairy products Meat

Explain to the learners that they are categories of food. Give them an example of what goes in each category (for example, 'apple' in the 'fruit' category and 'cheese' in the 'dairy products' category). Ask the learners to put the different kinds of food in their charts in the correct categories. Then tell them to think of more kinds of food to put in each category.

23 Leisure activities

LANGUAGE	'Sports' (for example, football, tennis, volleyball) vocabulary area. Simple present.
TECHNIQUE	Read and match.
MATERIALS	Text and task, on a poster or on the board.
PREPARATION	Prepare the posters if you are using them.
TIME GUIDE	40 minutes.

Lead-in

- 1 Write five sports on the board, for example:
football tennis volleyball basketball rugby
(Choose sports that your learners are likely to be familiar with.)
- 2 Mime each sport, telling the learners something simple about it, for example:

In this sport the players hit the ball over a net.
[*mime hitting with a racquet*]

In this sport the players run carrying the ball.
[*mime running holding a ball*]

In this sport the players kick the ball through a goal.
[*mime kicking*]

In this sport the players hit the ball with their hands.
[*mime volleyball*]

In this sport the players throw the ball through a net.
[*mime shooting a goal in basketball*]

Ask the learners to identify the sport after each mime.

Read and match

- 3 Put up the following texts:

1 _____ is played with two teams and a large ball. There are eleven players in a team who must kick the ball into a large net called a goal. There are two goals, one at each end of the pitch.

2 _____ is played with two teams and a large oval ball. There are fifteen players in each team, and they play on a pitch with a goal at each end. The players kick the ball or run, carrying it.

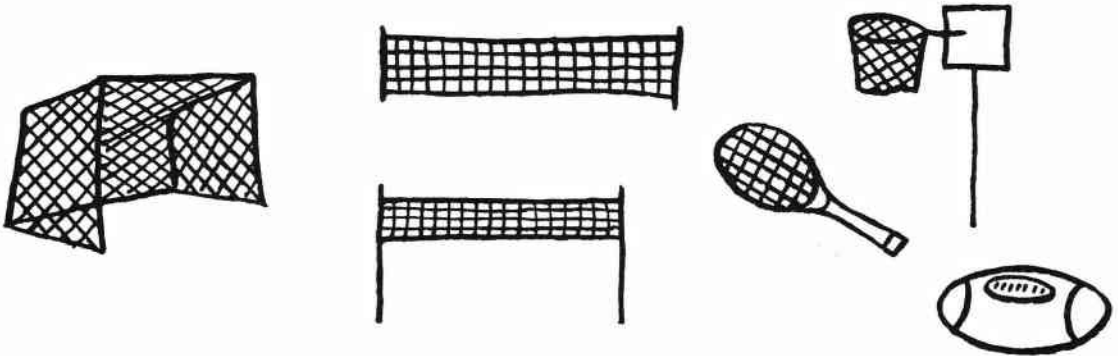
3 _____ is played with two or four players who have racquets and a small ball. The players hit the ball with racquets over a net in the middle of the court.

4 _____ is played on a court with a large ball. There is a net called a basket at each end of the court. There are five or six players in each team who must throw the ball through the basket.

5 ____ is played on a court with a high net in the middle. It is played with six players in each team. They must hit a large ball over the net with their hands.

Ask 'Which number is tennis?' See how quickly the learners can find the answer.

- 4 Ask the learners to read the information and identify each sport.
- 5 Get them to check their answers in pairs, then check the answers with the whole class (1 — football; 2 — rugby; 3 — tennis; 4 — basketball; 5 — volleyball).
- 6 Put up these pictures:



Tell the learners to copy and label them, using words in the descriptions.

Follow-up

Write the words below on the board. Check that the learners know the meanings.

players	goal	kick	run
ball	net	hit	carry
kick	basket	racquet	throw
team	pitch	court	

Write up the headings below on the board:

People playing the game	Places where the game is played	Actions	Things people use in the game
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Tell the learners to copy them and to list the new vocabulary under the correct headings. Give the answer to the first one, by writing 'players' under the first heading. They can work either individually or in pairs. Then go through the lists with the whole class.

24 Daily routines

LANGUAGE	'Everyday actions' vocabulary area (for example, get up, wash, have breakfast).
	Telling the time.
TECHNIQUE	Read and reorder.
MATERIALS	Text, on a poster or on the board; sheets of paper of all the learners.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	40 minutes.

Lead-in

- 1** Write up the following list of everyday actions:

have breakfast
get dressed
get up
brush teeth
wash

Ask the learners to write down the actions in the order in which they do them in the morning. Discuss variations in their daily routines, for example:

Who has breakfast before getting dressed?
Who brushes their teeth after breakfast?

Read and re-order

- 2** Put up this text. The sentences are in the wrong order.

A Then I get dressed and go downstairs.
B I wash and brush my teeth and then I wake the children.
C I get up at seven.
D In the afternoon I do the shopping or clean the house.
E I make sure the children get washed and brush their teeth.
F My husband dresses the children.
G I work until one and then I have lunch.
H I pick the children up from school at four o'clock.
I Then my husband takes the children to school.
J We play or read together until my husband comes back from work.
K I make breakfast for everyone.
L After they've gone to bed we read or talk or write letters.
M Then we all have dinner.
N We usually go to bed around eleven o'clock.
O I catch the bus at half past eight to go to work.
P The children go to bed at eight o'clock.

- 3 Get the learners to skim the text quickly. Ask scanning questions like:

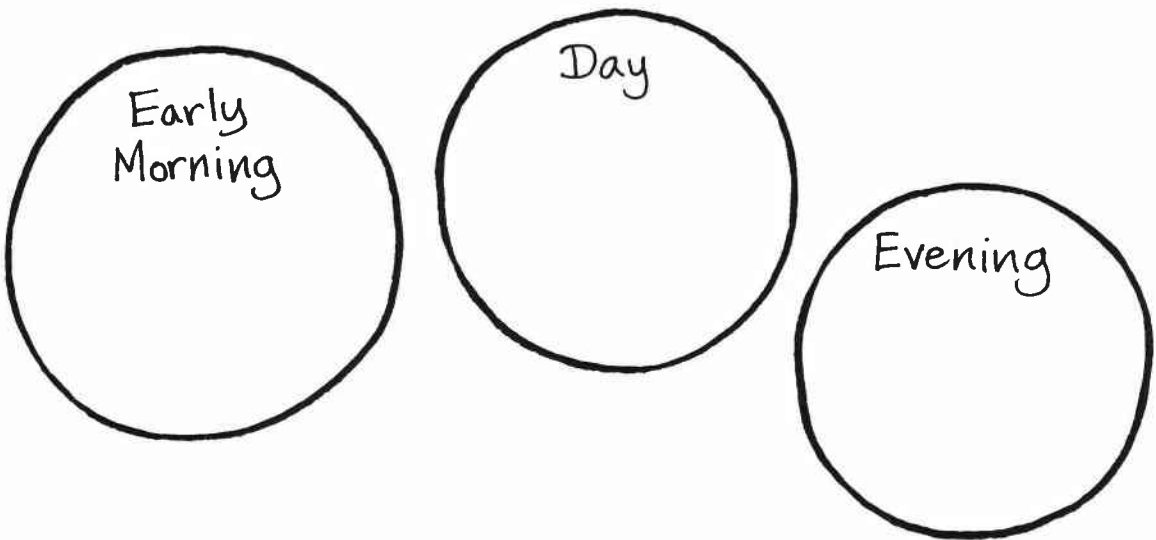
Who takes the children to school?
 What time is the bus to work?
 When do the children go to bed?

See how quickly the learners can find the answers.

- 4 Give each learner a sheet of paper. Put them in pairs and tell them to copy the text. One learner in a pair should copy sentences A to H, and the other sentences I to P. When they have copied the sentences, they should cut their sheets of paper into strips with one sentence on each strip.
- 5 Tell the pairs to lay out their strips of paper and to rearrange the sentences in the correct order.
- 6 When the pairs have finished, ask them to tell you the order of the sentences (C, B, E, F, A, K, I, O, G, D, H, J, M, P, L, N). They can rearrange their sentence strips if they have any in the wrong order.

Follow-up

Put times of day in three circles on the board and ask the learners to copy them.



Get the learners to put verbs from the text in the three circles according to what they do at different times of day, for example, 'get up' in the 'early morning' circle and 'write letters' in the 'evening' one. Ask the learners to add other activities to their circles, for example 'go dancing' and 'watch TV'. Supply vocabulary when learners request it.

25 Jobs

LANGUAGE	'Jobs' (for example, nurse, farmer, postman) vocabulary area.
TECHNIQUE	Read and complete.
MATERIALS	Descriptions of jobs, on a poster or on the board; Jobs chart, on the board.
PREPARATION	Prepare the posters if you are using them. Draw the jobs chart on the board.
TIME GUIDE	40 minutes.

Lead-in

- 1 Ask learners what their job is, or what their father's or mother's job is if they are still at school. Ask more questions like:

Do you/Does he/she get up early?

When do you/does he/she start work?

Do you/Does he/she wear a uniform?

Do you like your job/Does he/she like his/her job?

Read and complete

- 2 Put up these descriptions of jobs:

A I start work at ten at night. I arrive and put on my uniform then I go up to the ward. First of all there is a meeting to discuss the patients, then I go round the ward to check all the patients. After that—it depends! Some nights are very quiet, some are very busy. Sometimes I have to deal with emergencies. I finish work at six in the morning and go home just as everyone else is going to work. I have breakfast with my family and then I go to bed. It's a hard job, but I like working with people. It's very rewarding.

B I start work at five in the morning. It's a very busy job. First of all I have to milk the cows, then I feed all the other animals. Then I go to the fields. My job depends on the season. In spring I have to plough the fields and sow the seed, then in summer I have to do the weeding. Autumn is very busy—that's harvest time. In winter I can relax a bit! The rest of the year I work until seven or eight at night! But I enjoy working outdoors.

C My job starts at six in the morning. First I have to go to the main office to sort the letters for my round. Then at about half past seven, I get on my bicycle with my bag of letters and go round the houses. It's a nice job. I know everyone on my round and they're always pleased to see me—especially the old people! They love to get letters. I deliver letters until about ten, then I go back to the office and sort letters again. I do a second round of deliveries at about midday, then at two o'clock

my work is over. I like my afternoons. It's nice to be free when everyone else is working.

Ask learners to scan the texts quickly and to decide what jobs the three people do (A—nurse; B—farmer; C—postman).

Teach key vocabulary at this stage, for example: 'ward', 'checks', and 'patients' in A; 'milks', 'ploughs', and 'sows seed' in B, and 'sort', 'deliver' and 'round' in C.

3 Write up this chart on the board. Tell the learners to copy it.

	Nurse	Farmer	Postman
<i>Starts work</i>		5 a.m.	
<i>Jobs</i>	<i>discuss patients</i> <i>check _____</i> <i>deal with _____</i>	<i>_____ cows</i> <i>_____ other animals</i> <i>plough _____</i> <i>sow _____</i> <i>_____ weeding</i>	<i>sort _____</i> <i>deliver _____ again</i> <i>_____ letters</i> <i>_____ second round</i>
<i>Finishes work</i>	6 a.m.		

Ask the learners to read the text again and fill in the missing times and words.

4 Go through the chart with the whole class asking for answers and filling it in.

Comment

If the descriptions are too long for your class, use only one or two of them and adapt the chart.

Follow-up

Write the following three groups of words on the board:

<i>bus driver</i>	<i>grows</i>	<i>peoples' teeth</i>
<i>author</i>	<i>drives</i>	<i>a bus</i>
<i>police officer</i>	<i>helps</i>	<i>sick people</i>
<i>dentist</i>	<i>writes</i>	<i>criminals</i>
<i>doctor</i>	<i>arrests</i>	<i>plants</i>
<i>gardener</i>	<i>looks after</i>	<i>books</i>

Get the learners to make sentences with words from the three groups, for example:

A gardener grows plants.

26 Housework

LANGUAGE	'Housework' vocabulary area (for example, wash up, sweep the bedroom, scrub the stairs). Present simple tense.
TECHNIQUE	Read and reorder.
MATERIALS	Text, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	40 minutes.

Lead-in

- 1 Ask the learners to close their eyes and think of all the housework their mother or father does, or they do, in a typical day. Get them to open their eyes. Collect suggestions from the class. Elicit or supply key housework vocabulary from the text ('wash', 'feed', 'scrub', 'carry out rubbish', etc) by asking questions, for example, 'Who carries out the rubbish?' (mime if they don't understand)

Read and re-order

- 2 Put up the text below.
 - 1 *Feed the baby, get up, call the five children, wash the children.*
 - 2 *Put the children to bed, tidy up, sweep the kitchen, feed the baby.*
 - 3 *Give husband and the children their supper, fetch more water from the yard, wash up.*
 - 4 *Scrub the stairs and hall, go out and buy food for the day.*
 - 5 *Give husband and the children their breakfast, husband goes to work, send the children to school, have own breakfast.*
 - 6 *Clear away and wash up the breakfast things, carry down rubbish and carry up water from the yard, wash the clothes, hang the clothes out to dry, sweep the bedroom, wash and dress the baby, feed him.*
 - 7 *Have lunch, feed the baby, mend clothes, wash and iron clothes.*
 - 8 *Children come back from school, feed the baby, husband comes back from work, cook everybody's supper.*
 - 9 *Go to bed.*

Tell the learners that this is a day in the life of a housewife in 1900. She lived in London in two rooms and had six children.

3 Ask some questions, for example:

How many times does she feed the baby?

How many meals does she cook?

How many times does she have to fetch water?

Get the learners to scan the text and find the answers as quickly as possible.

4 The first and last lists of actions are in the right place but the others are in the wrong order. Tell the learners to read the text more slowly and write the numbers of the lists in the right order.**5** Then ask them to compare their answers in pairs. Check the answers with the whole class (1, 5, 6, 4, 7, 8, 3, 2, 9).**Follow-up**

Ask the class how this day compares with their own or with their mother's and father's. Is life easier now? Extend vocabulary by teaching the names of household objects and gadgets. Ask the learners to match a piece of equipment in list A with a 'use' verb from list B. (Some uses need more than one item.)

A*clothes line**broom**bowl**cooker**dustpan and brush**mop**pans**duster**bin**scrubbing brush**iron***B***wash the clothes**cook the dinner**dry the clothes**wash up**polish the furniture**clean the floor**contains rubbish**scrub the floor**iron the clothes*

Alternatively, get the learners, in pairs, to write the day in the life of a man or woman working at home in the present day. Discuss how things have changed, if at all, over the years. If appropriate you could elicit/teach the following vocabulary:

*vacuum cleaner**electricity**taps**gas*

27 Abilities

LANGUAGE	'Abilities' (for example, climb, run, drive) and 'qualities' (for example, adventurous, energetic, ambitious) vocabulary areas.
TECHNIQUE	Read and guess.
MATERIALS	Texts, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	40 minutes.

Lead-in

1 Pre-teach the following vocabulary:

adventurous
energetic
ambitious
entertaining
patient
fit
healthy

Ask the learners to discuss in pairs which qualities they have or haven't got. Can they think of a job that would suit the qualities they have got, for example, explorer—adventurous and energetic; teacher—patient and entertaining?

2 Write these words on the board:

<i>climb</i>	<i>read</i>
<i>lie</i>	<i>play the guitar</i>
<i>laugh</i>	<i>act</i>
<i>run</i>	<i>knit</i>
<i>drive</i>	

Explain any that learners don't understand. Again ask them to discuss what they can and can't do and what jobs these abilities are useful for.

Read and guess

3 Put up the following texts on a poster or on the board:

1 SUE

I am aged 28 and very fit. I am adventurous and I like travelling, especially going on very long journeys. I can play the guitar and sing so I can entertain everyone on the way!





2 AMY

I am young, fit, and healthy. I can cook, sew, knit, read, sing, dance, paint, act, clean, and entertain. I can make everyone laugh and I am very patient. I can solve problems and end quarrels.



3 RON

I am 34 years old and have a lot of experience in this work. I have good eyesight and am fit, healthy, and thin. I can climb trees - and drainpipes ! I can run very fast and drive very fast when I need to.

4 Ask scanning questions, for example:

- Who likes adventure?
- Who can cook and sew?
- Who can sing?

Get the learners to scan the texts as quickly as possible to find the answers.

5 Write the following jobs on the board:

mother astronaut burglar

Tell the learners that the text is parts of letters applying for jobs. Tell them to match the jobs with the texts. Get them to work in pairs.

6 Check the answers with the class.

(1 Sue—astronaut; 2 Amy—mother; 3 Ron—burglar.)

Follow-up

Write these words in two columns on the board:

Qualities	Jobs
<i>adventurous</i>	<i>explorer</i>
<i>energetic</i>	<i>soldier</i>
<i>ambitious</i>	<i>doctor</i>
<i>entertaining</i>	<i>clown</i>
<i>amusing</i>	<i>footballer</i>
<i>fit</i>	<i>teacher</i>
<i>patient</i>	<i>nurse</i>

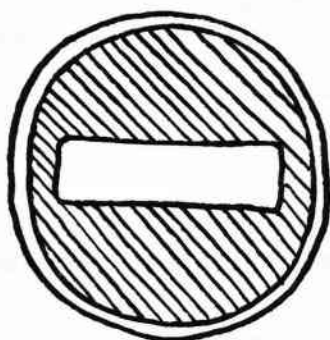
Ask learners which qualities the different people should have. Get them to think of other appropriate qualities, for example, 'brave' (for a soldier or explorer), 'intelligent' (for a doctor), and 'kind' (for a nurse). If they don't know the word in English, translate it for them.

28 Rules

LANGUAGE	Must, mustn't. No ____ing. Imperatives.
TECHNIQUE	Read and guess.
MATERIALS	Notices, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	30 minutes.

Lead-in

- 1 Draw these traffic signs on the board.

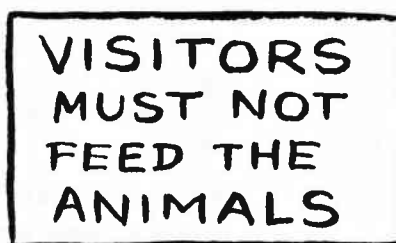
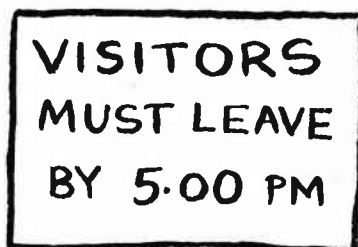
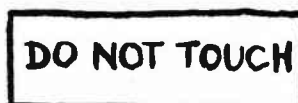


Ask the learners what they mean. Tell them the English words if they don't know them. Then ask the learners where you might see these signs.

Read and guess

- 2 Put up the poster below:





Ask the learners to scan the texts quickly and tell you which of the rules apply in the classroom.

- 3 Tell the learners to work in pairs and decide where you might see these notices (for example, in a hospital, on a road, in a park, in a library, at the zoo, in an art gallery or museum).
- 4 Ask the pairs to tell you their suggestions. Write them on the board.

Follow-up

Extend vocabulary by putting these actions on the board:

drop litter
 eat and drink
 smoke
 pick flowers
 run
 shout
 touch
 lean out of the window
 talk loudly

Ask the learners to put the actions into three categories:

Things you mustn't do in a park
 Things you mustn't do in a library
 Things you mustn't do in a train

29 Describing actions 1

LANGUAGE	'Actions' (for example, digging, fighting, climbing) vocabulary area. Present continuous.
TECHNIQUE	Read and sort.
MATERIALS	Text, on a poster or on the board; sheets of paper for all the learners.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	40 minutes.

Lead-in

1 Write these words on the board:

digging *feeding rabbits*
fighting *chopping vegetables*
climbing *sleeping*
sweeping

Ask the learners to divide them into two groups, 'indoor' and 'outdoor'. Some words can be included in both groups.

Read and sort

2 Put up these sentences:

- A *It's a lovely sunny day and my family are all outside. My parents are both working hard.*
- B *My family are all at home at the moment. In fact they're all in the kitchen.*
- C *My father is working in the garden—he's digging the vegetables and my mother is hanging out the washing. Everyone is enjoying themselves.*
- D *As for the rest of the family—some are helping and some are just being lazy. One of my brothers is reading a book in the corner near the door.*
- E *Two of my brothers are playing football,*
- F *Another brother is washing the dishes,*
- G *It's really crowded! My mother is cooking while my father is sweeping the floor.*
- H *and the other two are fighting under the table.*
- I *another is climbing a tree,*
- J *My older sister is feeding the rabbits—she hates doing this! Only one person isn't busy:*
- K *and the two youngest are playing 'catch', with my younger sister.*
- L *My sisters are chopping vegetables and talking about the dance last night,*
- M *and my grandmother is telling everyone what to do as usual.*
- N *my grandmother is sleeping peacefully in the sunshine.*

Ask the learners to read rapidly and say how many families are described. Give each learner a sheet of paper and ask them to work in pairs. Tell one learner in each pair to copy A to G, and the other learner to copy H to N.

- 3** Tell the learners to cut up their sheets of paper into strips so that each piece of text is on a strip. They should then put all the strips on the desk, and try to sort them into two different descriptions.
- 4** When they have finished, ask them for the letters of the pieces of text in the first description in the correct order (A, C, E, I, K, J, N). If the learners have any sentences in the wrong order, they can rearrange them as they listen. Go through the description, asking a few comprehension questions, for example:

How many brothers and sisters are mentioned?
What is grandmother doing?

Read the description aloud, and then do the same procedure with the second (B, G, D, F, H, L, M).

It's a lovely sunny day and my family are all outside. My parents are both working hard. My father is working in the garden—he's digging the vegetables and my mother is hanging out the washing. Everyone else is enjoying themselves. Two of my brothers are playing football, another is climbing a tree, and the two youngest are playing 'catch' with my younger sister. My older sister is feeding the rabbits—she hates doing this! Only one person isn't busy: my grandmother is sleeping peacefully in the sunshine!

My family are all at home at the moment. In fact they're all in the kitchen. It's really crowded! My mother is cooking while my father is sweeping the floor. As for the rest of the family—some are helping and some are just being lazy. One of my brothers is reading a book in the corner near the door. Another brother is washing the dishes, and the other two are fighting under the table. My sisters are chopping vegetables and talking about the dance last night, and my grandmother is telling everyone what to do as usual.

..... **Follow-up**

Extend vocabulary for actions. Write these words on the board:

<i>Sweeping the floor</i>	<i>eating</i>	<i>planting seeds</i>
<i>digging</i>	<i>watering</i>	<i>drying the dishes</i>
<i>weeding</i>	<i>scrubbing</i>	<i>cutting the grass</i>
<i>washing up</i>	<i>laying the table</i>	<i>chopping vegetables</i>

Ask learners to divide them into two groups—'Things you do in gardens' and 'Things you do in kitchens'.

30 Describing actions 2

LANGUAGE	'Town' (for example, sidewalk, subway, elevator) vocabulary area. Present continuous.
TECHNIQUE	Read and draw.
MATERIALS	Poem, on a poster or on the board.
PREPARATION	Prepare the poster if you are using one.
TIME GUIDE	40 minutes.

Lead-in

1 Write these words on the board:

sidewalk *crowd*
subway *hurry*
elevator *grumpy*
taxi

Teach any that the learners do not know. Tell the learners that the words come from a poem called 'Sing a song of people'. Ask them to predict what the song will be about.

Read and draw

2 Put up the poem. Cover everything but the title and the first two and the last two lines.

Sing a song of people

Sing a song of people
Walking fast or slow
People in the city
Up and down they go.

People on the sidewalk
People on the bus
People passing passing
In back and front of us
People on the subway
Underneath the ground
People riding taxis
Round and round and round.

People with their hats on
Going in the doors
People with umbrellas
When it rains and pours
People in tall buildings
And in shops below
Riding elevators
Up and down they go.

People walking singly
People in a crowd
People saying nothing
People talking loud
People laughing, smiling
Grumpy people too
People who just hurry
And never look at you!

Sing a song of people
Who like to come and go
Sing of city people
You see but never know!

Ask the learners to read the lines which you have left uncovered. Discuss some of the things the city people might be doing. Write the learners' suggestions on the board.

- 3 Uncover the whole poem. Read it aloud with the learners, then ask them to draw a picture of the people in the poem. Get them to compare their pictures with a partner.
- 4 Ask for a volunteer to come to the board and draw something—anything—from the poem. Ask for other volunteers to add to the picture until all the things in the poem have been illustrated.

Comment

This poem is about an American city. 'Sidewalk', 'subway' and 'elevator' are all American English words. The British English equivalents are 'pavement', 'underground', and 'lift'.

Follow-up

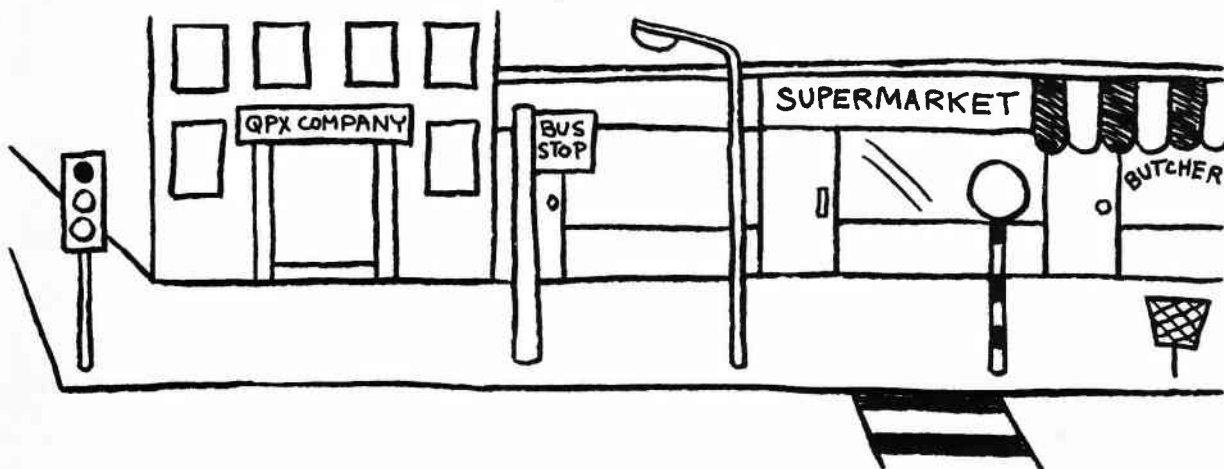
Extend vocabulary with the following exercise. Put these words on the board:

pavement
office block
road

zebra crossing
shops
litter bin

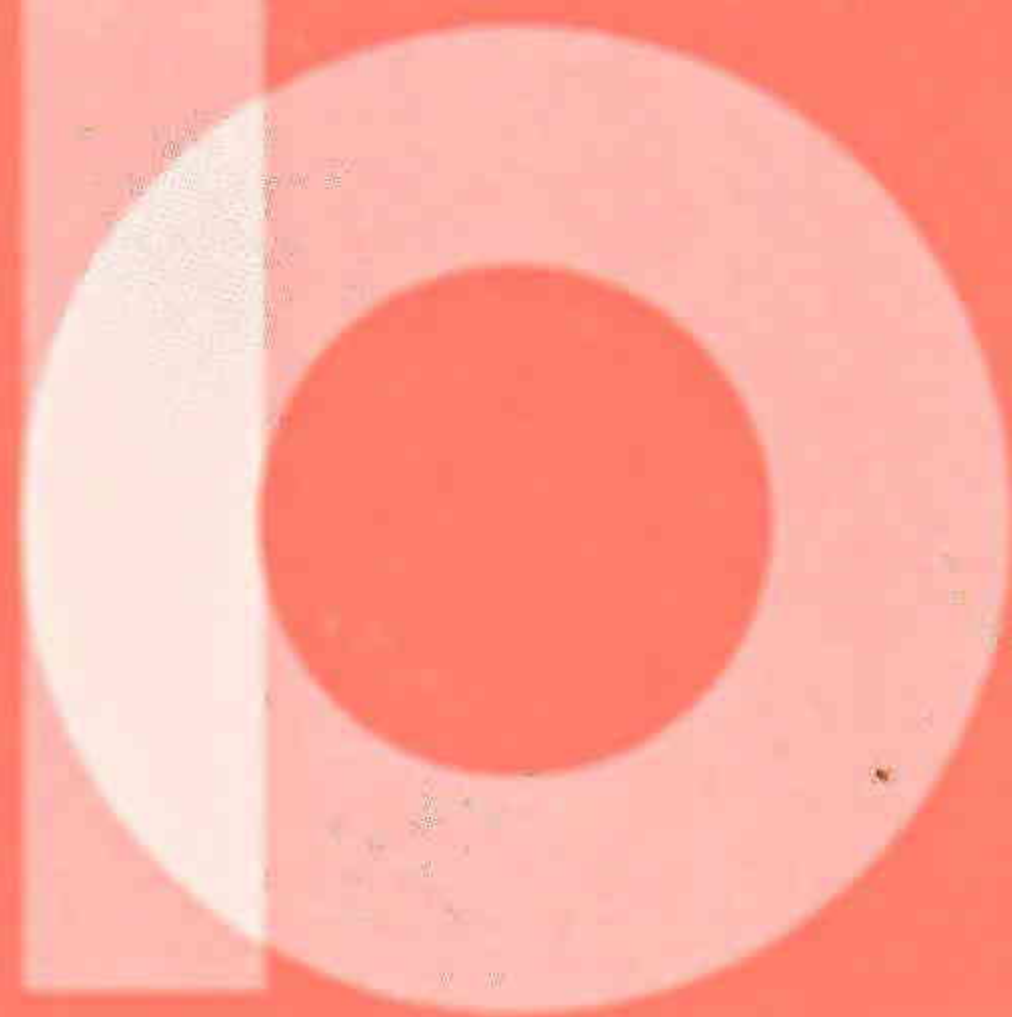
bus stop
traffic lights
lamp-post

Draw this picture of a street on the board.



Ask the learners to copy it and label the picture using the words on the board.

Ask the learners to draw five stick people on their own pictures. These people can be doing any actions. Put the learners in pairs and get them to describe their pictures without showing them to each other. They should draw in their partner's people on their picture.



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